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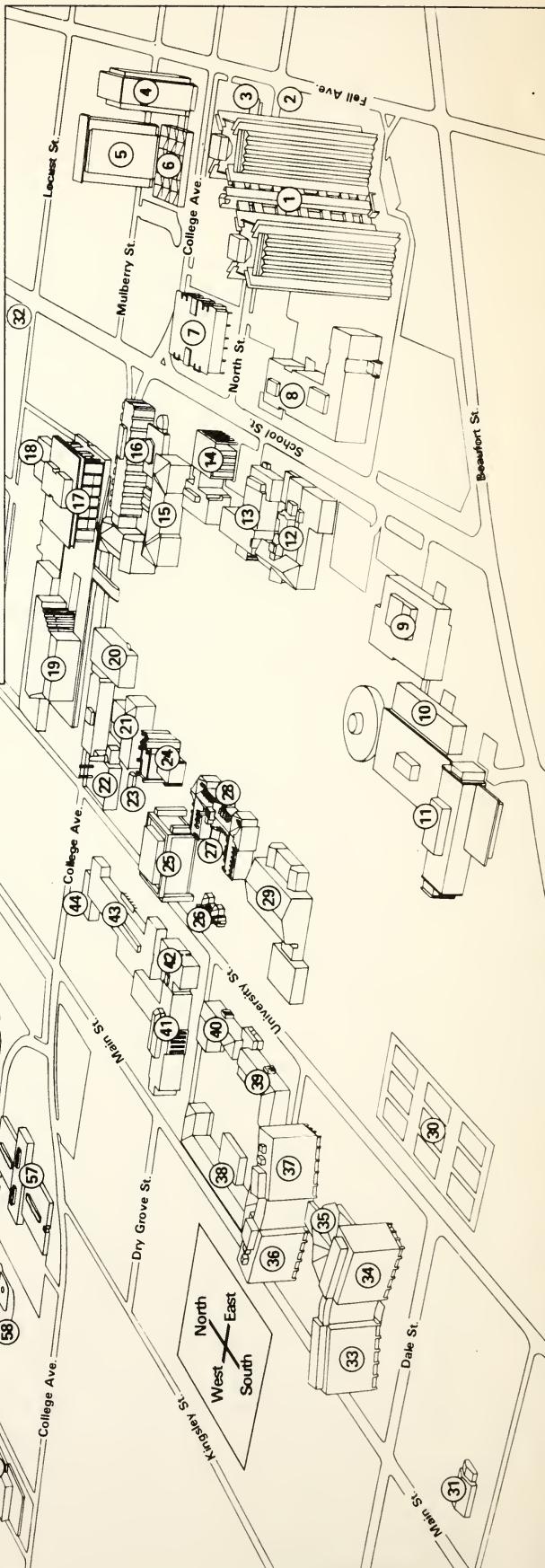
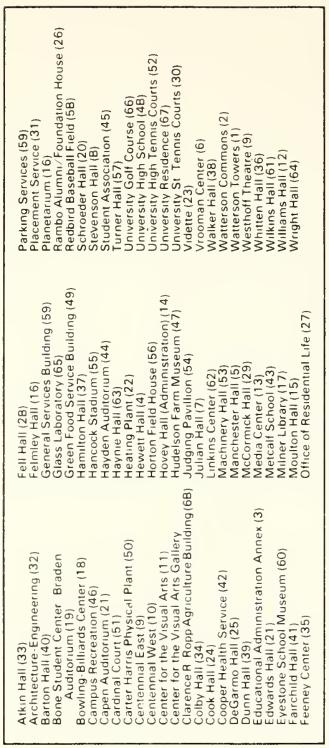
UNDERGRADUATE • CATALOG

ILLINOIS • STATE • UNIVERSITY



1982 • 83

The University



**Illinois State University
Undergraduate Catalog
1982-1983**

Effective May 10, 1982

Illinois State University is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factor as prohibited by law in any of its educational programs, activities, admissions, or employment policies. Concerns regarding this policy should be referred to the Affirmative Action Office, Illinois State University, Normal, Illinois 61761, phone 309/438-2111. The Title IX Coordinator and the 504 Coordinator may be reached at the same address.

Using the Catalog

This publication contains information about admissions, costs, financial aid, housing, academic programs and requirements, and student services and activities of Illinois State University. The importance of some of this information will vary from student to student; **however, the sections on admissions, costs, and academic policies apply to all students and should be read carefully.**

All students are urged to carefully review the entire Catalog to obtain an overview of the opportunities and expectations of the University. For specific information about particular concerns, students should consult either the Table of Contents or the Index.

A wide variety of undergraduate programs (majors and minors) in more than 50 separate fields of study are described. Students should consult the appropriate departmental section of the Catalog for a description of the requirements for each of these programs as well as general requirements for graduation. **Students in teacher education programs should pay particular attention to the section devoted to University Wide Teacher Education Program Requirements.**

Undergraduate courses offered by the 32 departments of the University are also described in this Catalog. Students should consult the *Directory of Classes* published each semester for specific information about courses to be offered that semester.

Confidentiality of Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974, Illinois State University students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right in writing. It also insures that records cannot be released in other than emergency situations without the written consent of the student except in the following situations.

A. to other school officials, including faculty within the educational institution or local educational agency who have legitimate educational interests;

B. to officials of other schools or school systems in which the student intends to enroll, upon condition that the student be notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record;

C. to authorized representatives of 1) the Comptroller General of the United States, 2) the Secretary, 3) an administrative head of any educational agency, or 4) State educational authorities;

D. in connection with the student's application for, and receipt of, financial aid;

E. where the information is classified as directory information. The following categories of information have been designated by the University as directory information: name, address, telephone number, major, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. If you do not wish such information released without your consent, you should notify the Office of Admissions and Records prior to the first day of classes.

Questions concerning this law and the University's policy concerning release of student information and the procedures for contesting the content of cumulative files may be directed to the Office of Admissions and Records, Hovey Hall 201, 438-2181.

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University Calendar, 1982-83

1982 Summer Sessions

May 10-June 11	Pre session.
May 31	Memorial Day holiday.
June 14	Opening of and registration for eight-week summer session.
June 16	Last day for late registration for summer session (8 week courses).
June 18	Last day for course changes for summer session.
July 2	Last day to withdraw from a course with a mandatory WX grade.
July 5	Independence Day holiday.
July 6	Last day for undergraduate students to apply for graduation at end of eight-week summer session.
July 23	Last day to withdraw from courses, or from the University, or to drop credit/no credit option.
August 5-6	Evaluation and review period.
August 6	Eight-week summer session ends.

1982 First Semester

August 19	Program changes for students who have paid their fees. (See <i>Directory of Classes For Specific Schedule</i>)
August 19	Registration for late afternoon, evening, and Saturday classes. See <i>Directory of Classes</i> booklet for specific registration schedule.
August 20-21	Registration. (See <i>Directory of Classes</i> booklet for specific registration schedule).
August 21	Last day to withdraw from classes with a full refund of tuition and fees.
August 23	Classes begin.
August 25	Last day for late registration.
August 27	Last day for Program Change.
September 6	Labor Day holiday.
September 7	Last day to withdraw from classes with a full refund minus service fee.
September 10	Last day for undergraduate students to apply and pay fee for graduation in December.
September 21	Last day to withdraw from classes with a partial refund (See <i>Directory of Classes</i> .)
September 25	Parent's Day
October 1	Last day to withdraw with a mandatory WX grade from a full semester class.
October 16	First half semester ends.
October 18	Second half semester begins.
October 22	Fall break begins.
October 25	Classes resume at 8 a.m.
October 30	Homecoming.
November 19	Last day to withdraw from a class or from the University, and to remove the Credit/No Credit option.
November 24	Thanksgiving vacation begins at 5:30 p.m.
November 29	Classes resume, 8 a.m.
December 11	Reading Day.
December 13-18	Evaluation and review period.

1983 Second Semester

January 6	Registration for late afternoon, evening, and Saturday classes. See <i>Directory of Classes</i> for specific registration schedule.
January 6	Program changes for students who have paid their fees.
January 7-8	Registration. See <i>Directory of Classes</i> for specific registration schedule.
January 8	Last day to withdraw from classes with a full refund of tuition and fees.
January 10	Classes begin.
January 12	Last day for late registration and course changes.
January 14	Last day for Program Change.
January 24	Last day to withdraw from classes with a full refund minus a service fee.
February 4	Last day for undergraduate students to apply and pay fee for graduation in May.
February 8	Last day to withdraw from classes with a partial refund (See <i>Directory of Classes</i> .)

February 18	Last day to withdraw with a mandatory WX grade from a full semester class.
March 5	First half semester ends at 5 p.m. Spring vacation begins.
March 14	Classes resume, 8 a.m.
April 15	Last day to withdraw from a class or from the University, and to remove the Credit/No Credit option.
April 30	Reading Day.
May 2-6	Evaluation and review period.
May 7	One-hundred-twenty-fourth Annual Commencement.

1983 Summer Session

May 9	Pre session begins.
May 30	Memorial Day holiday.
June 13	Opening of and registration for eight-week summer session.
July 4	Independence Day holiday.
August 4-5	Evaluation and review period.
August 5	Summer session ends.



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INTRODUCTION

Board of Regents

The Board of Regents is the governing board for Illinois State University, Northern Illinois University, and Sangamon State University. Members of the Board are:

David E. Murray, Sterling, *Chairperson* (1981-1987)
 Carol K. Burns, Peoria, *Vice Chairperson* (1977-1983)
 Jerome R. Bender, Rockford (1979-1985)
 Clara S. Fitzpatrick, Evanston (1979-1985)
 Eileen K. Hoye, Carbondale (1981-1987)
 D. Brewster Parker, Lincoln (1981-1983)
 Hal Riss, Shirley (1981-1987)
 Harry L. Wellbank, Crystal Lake (1977-1983)
 James L. Wright, Chicago (1979-1985)

One student, non-voting member from each university in the Regency System.

Executive Director: Franklin G. Matsler, Springfield

University Administrative Officers

Lloyd I. Watkins, *President*

Leon E. Boothe, *Vice President and Provost*

Eugene H. Jabker, *Associate Provost and Dean of Instruction*

Charles A. White, *Dean of the Graduate School*

Jack E. Razor, *Dean, College of Applied Science and Technology*

C. Edward Streeter, *Dean, College of Arts and Sciences*

Andrew T. Nappi, *Dean, College of Business*

Benjamin C. Hubbard, *Dean, College of Education*

Charles W. Bolen, *Dean, College of Fine Arts*

Edward T. Anderson, *Dean, College of Continuing Education and Public Service*

David A. Strand, *Vice President for Business and Finance*

Neal R. Gamsky, *Vice President and Dean of Student Affairs*

Charles E. Morris, *Vice President for Administrative Services*

Richard T. Godfrey, *Director of Public Affairs*

Illinois State University is the first public institution of higher education established in the State of Illinois. It is a multiple purpose university with more than 20,000 students, located in the medium-sized urban area of Normal-Bloomington. With an emphasis on the excellence of instruction, the University's primary mission is to provide the best undergraduate academic programs available in public institutions of higher education in Illinois. The University's curriculum is complemented by strong graduate programs, faculty research, and community service activities.

The University seeks to provide an atmosphere in which an excellent faculty interacts with capable students in and outside the classroom to produce educated citizens as graduates. In addition, the University recognizes that knowledge occurs not only in classrooms, laboratories, and libraries, but also in living units and in a rich profusion of social, recreational, and artistic activities that are provided for the students, faculty and staff, and community.

Campus: The tree-shaded campus of Illinois State University, covering 850 acres in Normal, is a study of varying architecture, ranging from the castle-like appearance of

Cook Hall to the modernistic dominance of the 28-story twin Watterson Towers residence halls. Major classroom buildings are centrally located and are surrounded by the library and recreational, social, and residence structures. Most programs are accessible to the handicapped with class scheduling consideration being given for the necessary traveling time between buildings.

The library building, completed in 1976, provides over 1.5 million individual items and study space for 3,000 students. Each of the six floors of the library is arranged to provide a variety of study areas—individual carrels, small tables, conference rooms, and lounge chairs—all located adjacent to books, periodicals, and other library materials.

The collections of the University Library include 850,000 catalogued books and 286,000 U.S. Government publications, a total of 1,136,000 volumes. Several thousand additional publications are available in miniature in 44,500 reels of microfilm and 925,000 microcards and sheets of microprint. The Map Collection contains 303,000 cartographic items. A record collection of 17,450 recordings is available. In addition, the library's membership in the Center for Research Libraries makes the resources of that 3,000,000-volume collection available to the faculty and students. The library also provides access to other libraries throughout the country and in Illinois through OCLC, the Illinois Library Network, and the Illinois LCS organization.

Other University facilities include an 18-hole University golf course, a 350-acre University farm, recreational fields, and other open areas for student and public relaxation. For use by the University and the surrounding Central Illinois community, Illinois State also has a 3,500-seat auditorium, a student center, and a recreation facility for bowling and related activities. Athletics are centered in the 8,500-seat Horton Field House and in Hancock Stadium which has an all-weather playing surface.

Residence structures include high-rise buildings of 28, 18, 12 and 10-story heights, as well as more traditional halls of only a few stories. There are also apartments at Cardinal Court and Shelbourne Drive.

Collegiate Organization: Academic programs and courses are offered in 32 academic departments which are organized into the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, and Fine Arts. Undergraduate academic program and course offerings are listed in the Catalog according to the collegiate and departmental organization. University-wide program and course offerings are described separately.

The Graduate School offers master's degree programs in most fields in which undergraduate programs are available and doctoral degree programs in Art, Biological Sciences, Curriculum and Instruction, Economics, Educational Administration, English, History, Mathematics, and Special Education. Further information concerning graduate study at Illinois State University is available in the Graduate Catalog and at the Graduate School office in Hovey Hall.

The College of Continuing Education and Public Service offers off-campus courses, workshops, and conferences designed for adults who wish to improve themselves professionally. Information about such offerings is available in bulletins published by the College each semester. The University makes no distinction between credit earned on or off campus and does not offer correspondence courses.

Academic Senate and Committees: The Academic Senate is the major governance body of the University. The Senate acts in legislative and advisory roles with regard to University policies concerning faculty and students, academic programs and planning, and University concerns. Based upon the concept of shared governance, the 50-member Senate's elected representatives consist of 27 faculty members and 19 students, plus 3 Vice Presidents and the President of the University.

Through the Academic Senate and its external committee system students, faculty, and administrators share in the study, development, and proposal of, and decisions relating to policy. Students are encouraged to share in the experience which participation in committees such as the following can offer:

Academic Planning, Academic Standards, Elections, Entertainment, Library, Facilities Planning, Reinstatement, University Curriculum, University Forum, Committees; Council on Teacher Education, Honors Council, Council on University Studies, University Union/Auditorium Board, Student Code Enforcement and Review Board, Athletic Council.

Students also participate as members of college and department councils and serve on search and ad hoc committees.

The Academic Senate Office is located in 301 Hovey Hall.

Accreditation: Illinois State University is fully accredited by the Commission on Institutions of the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education.

Summer Sessions: The University provides credit course work during the summer. Courses are also offered off campus. Regular courses taught by the regular instructors are offered during the summer so that students may take the same type of work as that offered during the first and second semesters. Limited student teaching and internship positions are available during the summer session for those who are qualified. Prospective students may obtain the annual *Summer Class Schedule* by writing to the Director of the Summer Session. This catalog lists courses, costs, and other information for the session. Summer session students should refer to the undergraduate and graduate catalogs for academic policies.

ADMISSIONS

Admission Application

Students making application for admission may obtain the necessary forms by writing to the Office of Admissions and Records, Illinois State University, Normal, Illinois 61761.

After the prospective freshman completes the application form, it should be placed in the preaddressed envelope and given to the applicant's high school counselor who will enclose a copy of the applicant's high school transcript and send all materials along with any letters of recommendation, directly to the Office of Admissions and Records. Transfer students should send the application, along with transcripts from all previous college or university work, directly to the Office of Admissions and Records.

Applications ordinarily will be processed within two weeks of receipt and the applicant will be notified of his or her status. A *Letter of Admission*, which is sent directly from the Office of Admissions and Records, does not guarantee space in a residence hall. The Office of Residential Life will send information about residence hall space to each admitted student.

An applicant may be admitted at the beginning of either semester or for the summer session. The Office of Admissions and Records, however, cannot guarantee that an application will be processed if it does not arrive at least fourteen (14) days prior to the opening date of a semester or session.

The University reserves the right to limit enrollments in programs because of the receipt of more applications than can be accommodated or budget limitations. Students are therefore encouraged to submit admission applications early.

Orientation and Registration

Summer Preview ISU: Preview ISU is a series of two-day programs offered for all new freshmen and their parents during the summer. Preview ISU offers an opportunity for students and parents to discuss various aspects of college life with faculty, staff, and students of Illinois State. In addition, students are given an opportunity to take placement examinations, meet with academic advisers, and pre-register for fall semester classes during the Preview program. A series of one-day Preview ISU programs are also held for transfer students. Invitations to participate are sent to students and parents during the spring semester; however, individuals may request additional information from the Office of Admissions and Records, 201 Hovey, 309/438-2181. Preview ISU is accessible to the handicapped. Individuals who are handicapped should notify the Coordinator of Services for the Handicapped, 301 Hovey of their special needs prior to their arrival on campus, voice 309/438-8627 or TTY 309/438-8620.

Orientation and Registration: Orientation Days for students who are not able to attend Preview ISU are provided during the week preceding the first day of the fall semester. Similar activities are conducted during the week preceding the beginning of the spring semester for students entering at that time.

Students register for classes each session according to a published directory of classes. Detailed information concerning registration procedures for a given session may be found in the *Directory of Classes*.

Student Classifications

The University has four classifications for new students entering the University. They are as follows:

Beginning freshman student. A person who has never registered at any college or university.

Transfer student. A person who has registered at another college, whether or not any work was completed.

Unclassified undergraduate student. One who desires to avail himself or herself of instruction offered in any of the departments of the University without undertaking one of the regular academic majors and without becoming a candidate for a degree.

Graduate student. A person who has completed at least a four-year baccalaureate degree and wishes to do advanced study. He or she may or may not be interested in earning an advanced degree at this University.

The admission requirements for acceptance for each of the classifications listed above are the same regardless of the semester or session for which a student applies. The specific requirements for the undergraduate classifications are listed below. A student with fewer than 45 semester hours may elect to be a **General Student** if a decision on a specific major has not been made.

General Admission Requirements

Many factors are considered in evaluating an applicant's preparation and readiness for admission to the University. Among items considered are high school program of studies, class rank, standardized test scores, recommendations from officials of schools attended, and any previous college work.

Preparation: It is expected that applicants have a strong academic background in order to be prepared for their studies at Illinois State University. Every applicant should be able to read, write, and perform mathematical computations at a level that is appropriate to the standards expected of a university student. **In addition to a requirement of three years of English and one year of algebra, it is suggested that a student's high school program contain as much mathematics, science, and social studies as possible.** The University provides a wide range of academic support services to improve students' chances for academic success; however, intensive remedial assistance is not available. Students who meet minimal admissions standards or those who have severe deficiencies in one or more basic skills areas may wish to improve their skills before enrolling at Illinois State. Furthermore, a student is wise to take high school subjects that will provide a good foundation for the program that he or she plans to follow in college. Such information is available in *A Handbook for High School Counselors* provided to each high school in Illinois. Additional information is available from the departmental offices.

Freshman Tests

ACT or SAT Tests: To be admitted to the University, all prospective freshmen and transfer students with fewer than 30 semester hours of college credit, must present ACT

scores sent directly to Illinois State from the ACT Test Center or SAT scores sent directly to Illinois State from the Educational Testing Service.

If Illinois State was not specified to receive ACT or SAT scores at the time the test was taken, the applicant must ask the American College Testing Program (Box 168, Iowa City, Iowa 52240), or the Educational Testing Service (Princeton, New Jersey 08540), to send scores directly to the University. Both the American College Testing Program and the Educational Testing Service can provide, upon request, special testing arrangements for the handicapped.

Placement Examination Process: The Placement Examination Process is designed to assist new students in planning their educational programs by providing information about their preparation for university course work.

Examinations must be completed by all new students before they may register for classes. Results will be used by academic advisers to assist students in developing an educational plan, in selecting courses, and in determining at what level a student should enter in English composition and mathematics courses.

Medical Requirements: All students admitted to Illinois State are required to file a Medical History with the Health Service upon or prior to registration for 9 or more semester hours or upon entitlement to Health Service by other means. A completed *Illinois State University Medical Examination* form with results of an examination by a private physician must be filed with the Health Service by all students who plan to participate in University sponsored intercollegiate team sports.

Medical History and Examination forms will be mailed to new students by the Health Service. These forms should be completed and returned immediately. Students with a handicap or disability are requested to have their physician send a copy of their complete medical file to the Director of Health Services. If the student does not receive the forms within 30 days of the beginning of the semester, the student is requested to write for them.

Along with their Medical History, all students must submit verification of the results of a TB skin test or chest x-ray accomplished within the previous year.

Specific Admission Requirements

Beginning Freshmen Students: The general requirement for admission is graduation from an approved high school with an academic record and entrance test scores that meet the minimum standards of the University. All regularly admitted students are required to show evidence of (1) demonstrated competence in English language and computational skills and/or (2) successful completion of at least three years of high school English and one year of standard high school algebra. Prospective students still in high school may apply for admission to the University when they are able to present the basic kinds of academic preparation indicated below. In addition to the applicant's high school rank, preparation in English and mathematics, and ACT or SAT scores, consideration may be given to such important characteristics as intellectual curiosity, leadership potential, character, and special abilities.

Prospective students are encouraged to apply after completion of their junior year of high school. **Applications are processed until enrollment capacities have been reached.**

In most programs, admission will be granted to students who demonstrate competencies in English language and computational skills and who score at least two points above the average ACT score (or the equivalent SAT score) of college-bound high school students in the State of

Illinois, or who demonstrate competence in English language and computational skills and meet one of the following criteria:

1. Rank in the highest quarter of their high school class, or
2. Rank in the next quarter (from 50th to 74th percentile) of their high school class and have a minimum score on either the ACT or the SAT that is equivalent to a score that has been determined to provide a 50/50 chance of achieving a 2.00 GPA at Illinois State at the end of the first semester of coursework, or
3. Rank in the next quarter (from 25th to 49th percentile) of their high school class and have a minimum score on either the ACT or the SAT that is equivalent to an upper-half ranking of college-bound high school graduating students in the State of Illinois.
4. Students not meeting one of the above criteria may be admitted only through the Special Opportunity Admissions Programs.

In certain programs--specifically all programs within the College of Business, programs in the Department of Applied Computer Science, and in designated programs in the Department of Health Sciences, admission will be granted to students who meet the above stated admission requirements and who also meet the special requirements as stated under the appropriate departmental sections elsewhere in this catalog.

NOTE: Although students may apply for admission at the end of the sixth semester of high school, the University reserves the right to defer an admission decision until after seventh or eighth semester transcripts have been received indicating evidence of continued maintenance of the 50th percentile ranking or above for criterion 2 or the 25th percentile ranking or above for criterion 3.

Transfer Students: Students currently enrolled at another four-year institution usually will be considered for admission to Illinois State University only during the last regular term of their attendance at that institution.

Transfer students with fewer than 30 semester hours of college work are required to meet the same admissions requirements specified above for entering freshmen. All transfer students must present an overall C (2.0 on a 4.0 scale or the equivalent) average for all college work completed, and the most recent transcript from the last school attended (full and/or part time) must show a statement of *Good Standing*. In addition, all transfer students must show evidence of demonstrated competence in English language and computational skills. Although transfer students may apply within one year preceding the desired enrollment date, the University reserves the right to defer an admission decision until after additional transcripts have been received indicating evidence of continued maintenance of a C average. Some academic programs in the University require a grade point average above the minimum required for admission to the University.

Some academic programs, including those in the College of Business and the Department of Applied Computer Science, require a grade point average above the minimum established for admission to the University. Students currently enrolled at Illinois public community colleges may find it advantageous to complete the associate degree. Illinois State University has a compact with these institutions which provides that each student who earns an associate degree in a baccalaureate-oriented sequence will enter Illinois State with junior standing and with all University Studies (general education) requirements completed.

Registered Nurses may request admission to the University and acceptance of 60 semester hours of transfer credit if they have graduated from an accredited Associate Degree or Diploma Nursing Program. Transfer credit will be granted to those Registered Nurses who have earned a 2.5 grade point average on a 4.0 point scale in their academic preparation prior to admission to the University. Students so admitted must complete University Studies and major requirements that are specified by the University for granting the baccalaureate degree.

After approval for admission, the Office of Admissions and Records will send the student and the student's academic adviser a statement of how the transferred credit may be used to meet curricular requirements at Illinois State University. Transfer credit from two-year institutions is limited to 66 semester hours plus a maximum of 4 semester hours of physical education, plus military credit.

Students currently enrolled in other colleges or universities and who plan to continue at that institution may attend a summer session at Illinois State University by submitting a statement indicating current attendance in *Good Standing* from the school they are attending.

Unclassified Students: An applicant must meet the regular requirements for admission as specified above for beginning freshmen or transfer students, or possess a high school diploma and give evidence of prerequisite background for the course desired. Unclassified students are expected to maintain the same standards of performance as degree students. Unclassified students desiring to become degree candidates in a major field of study must initiate a change of program in the Office of Admissions and Records.

Readmission of Former Students: Students returning to the University after a lapse of one semester or longer must apply for readmission through the Office of Admissions and Records (201 Hovey Hall). Processing of a readmission application cannot be guaranteed for a particular semester if the application is received less than two weeks prior to the beginning of classes for that semester. Students must indicate on the application any other college or university attended since last enrolling at Illinois State University and supply an official transcript from the other school(s).

A student who has been dropped from Illinois State for poor scholarship must be reinstated by the University Reinstate-ment Committee before readmission will be permitted. An application form for reinstatement may be obtained from the Assistant Dean of Undergraduate Instruction, 404 Hovey Hall, and should be completed at least two (2) months prior to the semester in which the student plans to return to Illinois State.

Former students currently enrolled at another school or who have taken courses at another school must also meet the general admission requirements for transfer students. Information regarding admission to academic programs in the University may be obtained by contacting the department in which the program is located. Readmitted students should consult a later section on Catalog Requirements

and Graduation Requirements to determine which catalog should be used for graduation requirements.

Admission of Undergraduates to the Graduate School: A *senior in good standing* at this University may begin graduate work during the academic year in which the requirements for the bachelor's degree are completed, if the student applies for and is admitted to the Graduate School prior to enrolling in courses for graduate credit. During a semester the student may not register for more graduate credit than the difference between fifteen hours and the number of hours required to complete the bachelor's degree. Normally, provisionally admitted seniors enroll for six hours or less of graduate credit. It is understood that graduate credit may be received for graduate courses only if requirements for the bachelor's degree are completed during the semester or summer session in which the student begins graduate work. This opportunity is also extended to last semester seniors of other universities who find it possible to take graduate work at this University while completing requirements for the bachelor's degree on their own campuses. Interested students should write to the Dean of the Graduate School for further information.

Special Opportunity Admissions Program

Early Admissions Program: Illinois State University has a special interest in students of high academic ability. Through its Early Admissions Program it provides an opportunity for qualified persons to be admitted to the University prior to graduation from high school. The program recognizes the readiness of some pre-college age students to do college level work in some areas even if they are not fully prepared for a total college level program. In general, it is expected that an applicant will have completed at least two years of work at the high school level; however, the University recognizes that some persons may be admitted earlier.

There are two types of early admissions students: Part-Time and Full-Time. Part-Time Early Admissions Students are students who continue to attend their own high school while taking up to nine hours of course work during any semester at the University. There are opportunities for students to do this either during the summer session or during the regular academic year although it is quite difficult to do the latter for students not living in the Bloomington-Normal area.

Full-Time Early Admissions Students are individuals who are admitted to the university for full time work prior to completing their senior year in high school. Full-Time Early Admissions Students are admitted to the University as freshmen in the Honors Program.

For further information and applications write to the Director of Honors, Illinois State University, Normal, Illinois, 61761.

Special Abilities Admission: Consideration for admission is given to a limited number of applicants who possess certain abilities according to criteria established by the Admissions Committee.

COSTS, HOUSING, FINANCIAL AID, AND STUDENT SERVICES

Tuition and Fees

Full-Time Student Costs per Semester: Students who register for 12 or more semester hours are considered full-time students and pay the following tuition and fees which are **subject to change** by action of the Board of Regents or General Assembly.

	Residents	Non-Residents
Tuition	\$390.00	\$1170.00
General Activity fee	20.25	20.25
Athletic and Service fee	32.00	32.00
Student Health		
Insurance fee**	27.00**	27.00**
Student Center/Auditorium fee	38.00	38.00
Recreational Facilities fee	9.00	9.00
Health Service fee	23.25*	23.25*
Totals	539.50	1319.50

*Health Service fee is assessed to all students who register for 9 or more semester hours.

**1982-83 fee dependent on new contract.

Part-Time Student Costs per Semester: Students who register for fewer than 12 semester hours pay the following tuition and fees which are **subject to change** by the Board of Regents or General Assembly.

	Residents	Non-Residents
Tuition per semester hour	\$ 33.00	\$ 99.00
General Activity fee*	6.25	6.25
Athletic and Service fee	17.50	17.50
Student Center/Auditorium fee	19.00	19.00

Students registered for more than 6 but fewer than 12 hours may purchase an activity ticket by paying the General Activity fee of \$20.25 by the tenth scheduled class day. Payment of this fee by part-time students does not extend the privilege of playing at the Golf Course for student rates.

*Students registered for fewer than 12 hours pay the \$17.50 Athletic and Service fee and are admitted to athletic events for which admission is charged at a rate which is midway between the price charged a full-time student and the adult general admission ticket holder. Part-time students registered for more than 6 but fewer than 12 hours may elect to pay the Athletic and Service fee of \$32.00 and be entitled to the same privileges as full-time students for all athletic events providing the \$32.00 fee is paid not later than fifteen (15) calendar days after the first regularly scheduled class day.

Students registered for fewer than 9 hours may also pay the Student Health Service fee within fifteen (15) calendar days after the first regularly scheduled class day of the semester in order to obtain prepaid services. Students who do not prepay the Health Service fee can obtain Health Center care on a fee-for-service basis (individual service charge). ISU faculty and staff are not eligible for regular Student Health Service care.

Audit Costs: Students taking only audit courses (courses

without credit) are charged tuition at the rate of \$28 per credit hour to a maximum of \$340.

Residents and Non-Residents: A student under 18 years of age is a non-resident if that student's parents are not legal residents of Illinois. A student over 18 years of age is a non-resident if the student is not a legal resident of Illinois at the time of registration. The director of Admissions and Records is responsible for applying out-of-state fees.

Special Fees:

Bachelor's Degree Graduation fee	\$15.00
Late Registration and/or Late Payment	
fee (after scheduled dates)	10.00
Transcript fee (for each transcript)	1.00
Transcripts are issued only after all student obligations have been met. Course fees, where required, are identified in the course section of the Catalog. Material Charges listed under course offerings in the University catalogs are optional. A student may supply his or her own material and request the instructor in writing to waive the material charge.	

Student Health and Accident Insurance: Each student admitted to the graduate program who is enrolled for nine or more hours and every graduate assistant is assessed a fee to purchase a health and accident insurance policy. The 1981-82 school year policy provided inpatient coverage with a \$50 deductible, payment at 100 percent of the next \$500 of reasonable inpatient hospital expenses and 80 percent of such expense above \$500. Outpatient emergencies were covered 100 percent to a maximum of \$300. Non-emergency outpatient services were covered at 80 percent to a maximum of \$300 under specified conditions (\$25 deductible for physician expenses). The policy covered 80 percent of the reasonable expense for a surgeon and certain other physician's fees and provided an allowance for consultation and ambulance fees. The maximum amount payable for any one accident or sickness was \$10,000. Student coverage was effective 48 hours prior to the first day of regularly scheduled classes each semester or summer session. (Any changes in the policy for the 1982-83 school year will be described in a brochure available from the Student Insurance Office in summer, 1982.)

Those students who have paid the ISU Health Insurance Fee and produce evidence of equal or better coverage from another source may obtain an application for refund of the Health Insurance Fee from the Student Insurance Office. Completed applications will be accepted in the Student Insurance Office during the first 15 calendar days of each semester (7 days of summer school).

Coverage for a student's qualified dependents may be obtained at an additional cost in the Office of Student Insurance if an application is submitted within the first 15 calendar days of each semester. Students who wish to maintain continuous year-round coverage for themselves and their dependents may purchase coverage for the entire summer period even though they are not planning to enroll in summer school. This must be done prior to the Spring Commencement date. The five-week period between Com-

mencement and the start of Summer Session is not covered in any registration fees. Students who want coverage during this period must purchase it separately before the end of the spring semester. Claim forms are available in the Student Insurance Office.

Payment of Tuition and Fees: Students who pre-register for a semester will be billed for tuition and fees before the beginning of the semester. If the bill is not paid by the date it is due, the student's classes will be cancelled and the student must re-register at the beginning of the semester. Students who register for classes at the beginning of the semester must pay their bill at that time. The *Directory of Classes* lists specific dates. **Tuition and fees are subject to change by action of the Board of Regents or the General Assembly.**

Refund Policy: A student who has registered and officially withdraws from the University may receive a refund of tuition and fees including any advance deposit thereon, according to the following schedule:

1. If withdrawal is prior to the first regularly scheduled class day, all tuition and fees are refunded.
2. If withdrawal is within the first fifteen calendar days after the first regularly scheduled class day, all tuition and fees minus a service charge not to exceed twenty percent of the tuition and fees charged a full-time, undergraduate, in-state student are refunded.
3. If withdrawal is after the fifteenth day but no later than the thirtieth calendar day after the first regularly scheduled class day, twenty-five percent of the tuition charge only is refunded.

The university may designate shorter refund periods for summer session, special courses, and short courses.

A student who changes from full-time to part-time status or a part-time student who reduces the number of credit hours carried may receive a refund of tuition and fees according to the following schedule:

1. If the reduction is on or before the fifteenth calendar day after the first regularly scheduled class day, all tuition and fees not applicable to the new part-time status are refunded. A student receiving a refund of fees will not be eligible for activities and benefits covered by such fees. A service charge is not applicable to a student who changes from full-time to part-time status.
2. If the reduction is after the fifteenth but no later than the thirtieth calendar day after the first regularly scheduled class day, twenty-five percent of the difference in tuition charge only is refunded. The student would continue to be eligible for the activities and benefits covered by the other fees paid.

The university may designate shorter refund periods for summer session, special courses, and short courses.

The student may receive a refund of insurance fee if the student demonstrates equal or better insurance coverage on or before the fifteenth calendar day after the first regularly scheduled class day.

A student whose course of study requires absence from campus for the entire term shall, upon proper application, receive refund of Activity, Health Service, and Athletic fees. The application for such refund must be made on or before the fifteenth calendar day after the first regularly scheduled class day.

Pursuant to guidelines established by the University, part or all of a student's tuition and fees may be refunded because of the student's death or disability, extreme hardship, or institutional error.

A student may receive a refund of tuition and fees if a scholarship is awarded that covers those fees. The application for refund must be made no later than 60 days after the close of the session.

A student may receive a refund of tuition and fees if the University declares him or her ineligible for enrolled status prior to the first day of regularly scheduled class. The statement of the refund policy for University housing is a part of the housing contract.

Estimated Total Yearly Expenses: Because Illinois State University is a state-supported institution, the cost of attendance is relatively low. The estimated total expenses for the 1982-83 academic year (two semesters) is \$4,750 for a single dependent student classified as a resident of Illinois. This estimate includes approximately \$3,175, for tuition, fees, and on-campus room and board, plus an estimated \$1,575 for books, supplies, travel, and personal expenses. Estimated expenses for self-supporting or independent students and married students or those with dependents will vary according to differences in family size. Non-residents will incur higher tuition charges and will normally spend more on travel expenses. Tuition, fees, and on-campus housing charges are **subject to change** by action of the Board of Regents. **All other figures indicated in the preceding information are also estimates at the time of this printing.**

Campus Living Accommodations and Policies

Family Housing

Two apartment complexes provide residents with an environment conducive to both personal and academic growth. Qualifying upperclass students and all married, family, and graduate students are eligible to reside in these units. There are 292 unfurnished apartments in the two complexes, Cardinal Court and 300 Shelbourne Drive, offering residents a quiet environment, community atmosphere, outstanding maintenance service, spacious grounds, and good proximity to academic buildings. Rental rates for the 1982-83 year range from \$140 to \$210 per month. Water and cable television service are provided by the University; all other utilities are paid by the resident. A \$150 security deposit is required and is held until after occupancy is terminated.

For additional information and an application contact the Office of Residential Life.

Residence Halls

The University owns and operates 14 residence halls, providing living accommodations for approximately 8,000 students. These facilities include spaces accessible to handicapped students. The residence halls have been designed to provide not only basic living requirements, but also counseling, advising, educational, and recreational programs. The University regards residence hall living as an important part of University life and requires that certain students reside in the residence halls as a condition of enrollment.

Professional staff, aided by undergraduate Management Assistants, are responsible for educational programs, policies, and facilities within the residence halls.

Room assignments are made after consideration of each student's preference, not only of location, but also of living style. Arrangements may be made to spread residence hall payments over a period of time to aid in budgeting for an academic year.

The room and board rate in the residence halls for the 1982-83 academic year is \$2,088 for multiple occupancy and 18 meals per week. A limited number of single rooms are

available for an additional cost of \$200 per semester. For students selecting a 15-meal contract which eliminates weekend meals, there is a reduction of \$15 per semester from the basic contract. A \$50 security deposit is required which is retained until the final period of occupancy; additionally, a \$25 application and processing fee is assessed. Students are expected to furnish linens, towels, blankets, pillows, bedspreads, and waste baskets.

On-Campus Housing Policies: Entering freshmen who have not previously attended this University must reside in University-operated residence halls for their first four (4) semesters. Students transferring to this University as sophomores (as classified by the Office of Admissions) must reside in University-operated residence halls for their first two (2) semesters. These regulations are applicable to all students registered for twelve (12) or more semester hours insofar as space is available in University residence halls. Residence hall living for two summer sessions is equivalent to one semester. Each exempted semester counts toward the requirement.

The University may make exemptions for certain categories of students based upon guidelines related to marital status, proximity of home to campus, age, and other pertinent factors. Special consideration will also be given to applications for exemption from students who are members of fraternities or sororities and who will be residing in that organization's house. If students wish to appeal a decision concerning their petition for an exemption to the On-Campus Housing Policy, they may obtain information on the appeals procedure from the Office of Residential Life.

Off-Campus Housing Policies: Illinois State University has discontinued its classification of any off-campus housing as being approved by the University. The University has no participation in housing contracts issued to students renting space in private housing and does not participate in the inspection of any off-campus housing.

Financial Aid

Approximately seventy-one percent of Illinois State University students receive some type of financial assistance that is used for their education-related expenses. Three major types of financial assistance are available from federal, state, University, and private sources. These three types of aid include the following: 1) grants and scholarships; 2) part-time employment; and 3) loans. All financial aid is coordinated through the Financial Aid Office located in 211 Hovey Hall. Scholarship, grant, and loan checks issued by Illinois State will be automatically credited or restricted to pay in full all outstanding University debts, charges, and penalties, including registration and housing charges. Students interested in receiving financial aid are strongly encouraged to complete necessary applications before the deadline date of March 1 in order to receive full consideration.

General Eligibility Criteria: To qualify for Federal or State financial aid programs, an applicant must:

1. Be a citizen of the U.S. or a permanent resident.
2. Demonstrate financial need as determined by the ACT Family Financial Statement or another method accepted by the Department of Education.
3. Be enrolled at least as a half-time student in a program leading to a degree or certificate (classified). Unclassified students are not eligible for any type of financial aid.
4. Not be in default on a NDSL or Guaranteed Loan received for attendance at ISU.
5. Not owe a repayment to a grant program received for attendance at ISU.
6. Make satisfactory progress toward a degree as defined by ISU.

For further information, students may refer to the *Illinois State University Financial Aid Information Guide*, Financial Aid Brochure, or contact the Financial Aid Office.

Application Procedures: Students who wish to apply for Financial Aid should complete the following:

1. An ISU Application for Financial Aid.
2. An Application for Federal Student Aid. This form is used for National Direct Student Loan (NDSL), College-Work Study (CWS), Supplemental Educational Opportunity Grant (SEOG), High Potential Students and University Scholarships as well as Pell Grant consideration, Illinois State Scholarship Commission Monetary Award and need-based guaranteed loans.
3. Financial Aid Transcript (from any other colleges attended). This transcript must be submitted even if the student did not receive financial aid from the previous school(s). The Financial Aid Transcript is not the same as the academic transcript required by Admissions.

The preferential filing date for all application forms is **March 1** each year. Applications received after that date will be processed according to **available funds** and staff time. Applicants whose forms are received in the Financial Aid Office after August 1, 1982 should not expect distribution of aid funds before October 1, 1982.

Read instructions with applications very carefully. Complete all applications accurately, using information from actual completed tax returns. Discrepancies in data could delay awarding and disbursement of aid. Due to limited funds, late and/or discrepant information could eliminate the applicant from receiving any aid.

Satisfactory Progress

1. Illinois State University requires satisfactory progress toward a degree as an eligibility requirement for continued financial assistance.
2. The amount of any financial aid award is based on a number of factors, including the number of hours in which the student is enrolled at the time funds are disbursed.
3. For purposes of this policy, academic term is defined to include the summer session and regular semesters.
4. A student must earn at least the academic hours for which financial aid dollars were received for each academic term. Full-time students must earn at least twelve semester hours during each semester and at least six semester hours during regular summer session. Three-quarter-time students must earn at least nine hours during each semester; half-time students must earn at least six hours during each semester.
5. A student will not be subject to the policy during his/her first undergraduate and/or graduate academic term at Illinois State University.
6. A student enters "violation status" at the close of any academic term exclusive of his/her first academic term in which the number of hours earned was fewer than the number of hours for which financial aid funding was received.
7. To clear this status, the student must not violate this policy during the next two academic terms as a financial aid recipient.
8. Any student who violates this policy while in "violation status" will be considered ineligible for future financial aid.
9. This policy is applicable to all students receiving

University administered financial aid funds during any academic term. Categorical exceptions approved by the Provost will be handled by the appeal process.

10. Prior to the disbursement of funds for any award period, the Director of Financial Aid will review the eligibility of applicants. Those in violation of this policy will be notified in writing of the eligibility status.
11. Students declared ineligible for financial aid under this policy will have the opportunity to appeal. The appeal procedure must be initiated by the student by securing a Satisfactory Progress Appeal Petition from the Financial Aid Office and returning the completed form with documentation to that office prior to the tenth day of class of the next academic term during which the student is enrolled.

Financial Aid Refunds: Any refund due a financial aid recipient who withdraws from the University will be divided between the student and financial aid program(s) or used entirely to repay the financial aid program(s) or used entirely to repay the financial aid program(s) in compliance with the Refund and Repayment formula. ISU will refund to Title IV funds in the following order: ISSC, NDSL, SEOG, BEOG, GLP.

Unclassified Students: Unclassified students are defined as those students not enrolled in a specific undergraduate or graduate degree program. Federal Regulations specify that financial aid **cannot** be awarded to unclassified students.

Confidentiality and the Release of Information: In keeping with the Rights and Privacy Act, as amended, regarding the confidentiality of student records, the Financial Aid Office will release information about the financial status of a student to those parties within the University concerned with the financial welfare as related to the student's attendance at ISU. Thus, certain inquiries from off-campus agencies, landlords, etc. will be answered by Financial Aid staff only if the student requests that this information should be given to specific individuals or agencies by signing a 'Consent to Release Information' form available in the Financial Aid Office. To protect the confidentiality of the student's records, the Financial Aid Office will request proper identification in person before releasing any information concerning the financial aid status.

Parents or anyone other than the student will not be given specific information concerning a student's financial status. Students are encouraged to check on all records concerning their financial aid.

Federal Grants and Benefits

Supplemental Educational Opportunity Grants (SEOG): This program provides grants for students with exceptional financial need. Grant awards may range from \$200 to \$2,000; however, funding limitations restrict the average award at ISU to \$1,000 per academic year. Students interested in applying for an SEOG for the 1982-83 academic year should refer to the Application Procedures.

Pell Grant, formerly entitled Basic Grant or BEOG: This program provides federal financial assistance in the form of grants to undergraduate students demonstrating need for such assistance. Refer to the Application Procedure to be considered for a Basic Grant at ISU. Students will receive a Student Aid Report (SAR) within six weeks after applying that will indicate the results of the application. If complete and accurate, **all copies of the SAR should then be submitted immediately to the ISU Financial Aid Office** where the amount of the Pell Grant

will be determined. A photocopy of this report should be retained for the applicant's own records.

Vocational Rehabilitation Education Assistance: Under Public Law 113, the federal and state governments jointly provide rehabilitation services to any disabled individual to enable the person to engage in a remunerative occupation. These services may include a financial grant that covers all or part of the tuition and fees and/or the student's maintenance costs. For detailed information and assistance in making application for State Vocational Rehabilitation Education Assistance, write to the Division of Vocational Rehabilitation, 623 E. Adams Street, P.O. Box 1587, Springfield, Illinois 62706.

Social Security Benefits: Some students not yet twenty-two years of age whose parents are deceased, disabled, or retired may be eligible for Social Security benefits and should contact their local Social Security Office to secure such benefits.

Veterans G.I. Bill: Benefits are available until ten years after the date of discharge for any veteran of the Army, Navy, Marine Corps, Air Force, or Coast Guard who was not dishonorably discharged and who (1) served continuously on active duty for at least 181 days ending after January 31, 1955, but before January 1, 1977, or (2) served less than 181 days, if active duty was ended by a service-connected disability, or (3) serves presently in the Armed Forces, with at least 181 days active duty. Benefits will be paid a maximum of forty-five months. Veterans who first entered active duty after December 31, 1976, must have contributed to the education fund to be eligible for a maximum of thirty-six months of benefits. Contact the ISU Veteran's Affairs Office for details.

Survivors' and Dependents' G.I. Bill: Children and spouses or survivors of veterans whose deaths or permanent total disabilities were service-connected in the Armed Forces after the beginning of the Spanish-American War may be eligible for benefits. Children of servicemen or servicewomen missing in action or prisoners of war for more than 90 days are also eligible. Assistance is available to eligible children during the period that begins on the date of the eighteenth birthday or successful completion of high school, whichever comes first, and ends on reaching the twenty-sixth birthday.

National Guard Scholarship: Any enlisted person actively serving in either the Illinois Army or Air National Guard or Illinois Naval Militia and who meets the following requirements may participate in the College Scholarship Program. Other qualifications include: (1) Must possess all necessary college or university entrance requirements. (2) Must apply to the Illinois State Scholarship Commission (ISSC) for the scholarship and supply proper proof of eligibility. Eligible applicants will receive an entitlement card that is to be presented to the institution for authorization of tuition and fees covered under this program. (3) If applicant ceases to be a member of the Illinois National Guard or Naval Militia, the educational benefits will be terminated as of the militia termination date. Contact the Veterans area of the Financial Aid Office for further information.

State Scholarships and Grants

A student awarded a State Scholarship who does not plan to attend during consecutive semesters may need a leave of absence and should contact the Financial Aid Office for further instructions. State Military Scholarships may be used by students enrolled for classes on or off-campus; other State Scholarships may be used only by persons enrolled on-campus.

Illinois State Scholarship Commission (ISSC) Monetary Award Program: The Illinois State Scholarship Commission Monetary Award Program makes tuition and fee grants available to undergraduate students on the basis of financial need. The applicant must be a United States citizen or a permanent resident of the United States and a resident of the State of Illinois, as determined by the legal residence of the parent(s) or legal guardian(s). Applications are available from high school counselors or the ISU Financial Aid Office.

For 1982-83, applicants for the Illinois State Scholarship Commission Monetary Award (ISSC) must be sure to check the question concerning release of information to the state agency as 'yes' on the need analysis form they complete. (Refer to Application Procedures.)

Illinois Veterans Scholarship: A veteran who was a resident of Illinois both before and after one year or more of active duty, and received other than dishonorable discharge may qualify for the Illinois Military Scholarship which pays tuition and some fees.

However, two restrictions which effect new applicants have recently been added to the Illinois Veterans Scholarship. They do not affect veterans who have previously used it.

1. New applicants (i.e., those applying after September 16, 1981) who were discharged from active duty after May 7, 1974, will not be eligible for the scholarship.
2. New applicants who were discharged on or before May 7, 1975, will not be able to use the scholarship to pay for their activity fees; it can be used for tuition only.

All veterans applying for the IVS must submit a photocopy of their DD214 to the Office of Veterans Affairs, Room 208C, Hovey Hall. Please contact this office also if you have further concerns.

State Special Education Scholarships: The State Special Education Scholarships are made available by legislative enactment to selected high school graduates who agree to take courses that will prepare them to teach handicapped children. To be eligible, a student must be in the upper half of his or her high school graduating class. The scholarship is valid for not more than four years of attendance within a six-year period. This scholarship carries an obligation to teach in Illinois two of five years following graduation, or the amounts received must be repaid to the State of Illinois in total with interest at the rate of five percent. Interested persons should contact the Superintendent of their Regional Office of Education about this scholarship which covers tuition and activity fees for each semester and summer session.

General Assembly Scholarships: General Assembly Scholarships that cover tuition and activity fee charges may be used for four full years. Interested students should contact their State Representative or Senator. A competitive examination may be given to determine eligibility. The student must be a resident of the district from which he or she hopes to obtain the scholarship.

Regents' Tuition Waivers: Except in intercollegiate athletics and the International Studies program, undergraduate tuition waivers are used to recruit academically talented students. To the extent possible, financial need is considered in the award of all undergraduate tuition waivers.

University Scholarships

When funds are available, these scholarships are awarded on the basis of financial need or academic achievement. They are generally restricted to students earning a grade point average of 3.00 or above. Talent scholarships in such

areas as speech, music, theatre, and athletics are available through individual departments. Competitive academic scholarships (Foundation Alumni Distinguished Scholarships and National Merit Scholarships) are administered by the Office of Admissions and Records. Further information concerning specific University scholarships may be obtained by contacting the Financial Aid Office.

Private Scholarships

Approximately 200 private agencies award private scholarships to ISU students annually. These agencies include clubs, foundations, organizations, corporations, and churches. Requirements are determined by the individual agency and are usually based on academic achievement or some other criteria. A list of those private agencies that have made awards to ISU students during the last several years is available in the ISU Financial Aid Office.

Loan Programs

Auxiliary Loans to Assist Students (ALAS): This new loan program is expected to be operational in Illinois by July, 1982. Under this program, parents, independent undergraduate students and graduate or professional students will be eligible to borrow \$3,000 per academic year, to a life-time total of \$15,000 through commercial lenders. Interest rates for this loan will be 14% with repayment beginning sixty days after execution of promissory note.

National Direct Student Loan (NDSL) Program: Loans through this program are awarded by the Financial Aid Office based on financial need. The need is calculated through an analysis formula approved by the federal government. Students are required to follow appropriate application instructions. A student may be awarded up to \$1,000 per academic year, not exceeding \$3,000 up to the junior year, and not more than \$6,000 as an undergraduate. Repayment begins within 6 months following graduation or after the student ceases to be at least a half-time student. The interest rate of 5% is paid by the government while the student is in school; upon repayment, the interest is paid by the borrower.

Guaranteed Student Loan Program (GSL): Applications for this program are available from participating banks, credit unions, and savings and loan associations. Students are encouraged to contact hometown lending institutions.

Loan Limits: Undergraduate students may borrow up to \$2,500 per class level, not to exceed a maximum of \$12,000.

Class Level: Class levels are categorized as follows: 0-29 hours, Freshman; 30-59 hours, Sophomore; 60-89 hours, Junior; 90-120 hours, Senior.

GSL Need-Based Program: As a result of the Postsecondary Student Assistance Amendments of 1981, effective October 1, 1981, the Guaranteed Loan Program became a need-based financial aid program. Under new legislation, income information will be required from each applicant's family.

Insurance and Origination Fees: Earlier changes prior to October 1, 1981 also enacted additional fees to the initial disbursement of Guaranteed Loans. The Guarantee Agency of Illinois now requires a 1% insurance premium per annum for all loans made after August 1, 1981. Legislation passed in August, 1981, requires a 5% origination fee be taken from the originally approved loan amount.

Repayment: Repayment provisions are outlined on the student promissory note. The note should be read carefully since provisions differ depending on the date the note was executed.

University Emergency Short-Term Loan Program: The Financial Aid Office offers an interest-free loan program for emergency educational expenses. Loans under this program should be sought only when alternative resources are exhausted. Students are limited to one short term loan per semester. Loans are available to currently enrolled students only and must be repaid within 60 days, or 20 days before the end of the semester, whichever occurs first. A \$1.00 processing fee must be paid before funds can be obtained. A \$10 service fee will be charged to any student who is delinquent in making full payment after the due date. Students must repay all short-term loans before they will be permitted to register for a subsequent semester at ISU. Short-term loans are to be repaid at the Cashier's Office in Hovey Hall. Philanthropic organizations, the Emma Reinhardt estate, and private individuals have contributed to this loan fund through the ISU Foundation.

Student Employment

For those individuals on the ISU student payroll, the hourly rates range from \$3.35 to \$4.00. This pay range is subject to change by action of the State of Illinois or Illinois State University. Students enrolled for six or more semester hours may work part-time at Illinois State University. Eligible student employees usually work between ten to twenty hours per week while classes are in session.

College Work-Study Program: This federally-sponsored program enables students with demonstrated financial need to earn a portion of their expenses while they are enrolled at Illinois State. Refer to the Application Procedures to be considered for College Work-Study. The federal government pays eighty percent of a Work-Study student's earnings, while the employer pays the balance. A student employed 10-20 hours per week can usually expect to earn between \$1,000 and \$2,100 a year. Work-Study students may find jobs on-campus (food service, library, union, department offices) or in nonprofit off-campus agencies (hospitals, youth centers, counties, cities, elementary or secondary schools). Work-Study positions are posted on job boards located outside the Financial Aid Office in Hovey Hall. Students go directly to the employer for an interview and, if hired, must complete state and federal withholding tax forms in the Payroll Office in 101 Hovey Hall. Work-Study employers must also complete and return a Student Employment Form for all students hired. Students are not permitted to earn more than their Work-Study eligibility as determined by Federal regulations.

Regular Student Employment: Those students who desire to work on or off-campus and who have not been awarded Supplemental Educational Opportunity Grant (SEOG), National Direct Student Loan (NDSL), or College Work-Study funds are eligible for any part-time employment positions on or off-campus. The Financial Aid Office has information on such employment opportunities posted on referral boards located outside the Financial Aid office in Hovey Hall.

Financial Aid Check Distribution Information: Financial aid checks are distributed throughout the academic year. The schedule of check distribution dates is indicated on the back cover of Financial Aid Information Guide. Please note only loan checks may be available the first day of classes. You should be prepared with some cash to buy books and supplies.

Before any campus-based aid (NDSL, SEOG) checks will be written, you must have received an award letter which you had previously signed, dated, and returned one copy to the Financial Aid Office. Allow two to four weeks for the returned copy of the award letter to be processed.

A **basic grant** (BEOG) check will be written only after all three pages of a Student Aid Report (SAR) have been submitted to the Financial Aid Office, and **all discrepancies cleared**. (Refer to **validation process** under BEOG). IGLP checks will be made available as notifications and money is received by the Financial Aid Office. To **claim your check in person**, the student must present an ISU ID card and either a valid activity card or drivers license at the Check Distribution Center. The check distribution center is Hovey 106. **Students who cannot pick up their aid checks in Hovey Hall** because of student teaching, studying abroad, illness, etc, should write to the Cashier's and Collection's Office, indicating their name, social security number, and request that their check(s) be mailed to a specific address.

Student Services

Student Affairs Office

The central Student Affairs Office is responsible for fulfilling several broad functions within the University community. The major emphasis is directed toward administrative and programmatic coordination of all identified units in the Student Affairs Division. The office also maintains a formal liaison relationship with four major elective student organizations (Association of Latin American Students, Association of Residence Halls, Black Student Union, and Student Association). The Student Affairs Office is responsible for apprising the University community of student needs and concerns while at the same time interpreting the University's position on various issues and concerns to the student body.

Career Counseling

Illinois State University offers numerous opportunities to help students clarify their career and vocational goals. Among the sources of help available is the *System of Interactive Guidance Information* (SIGI), a computerized guidance system, located in the Student Counseling Center, the Academic Advisement Center, the High Potential Students/Student Academic Services Office, and Milner Library. The goal of the SIGI system is to provide information to students about career opportunities consistent with their interests and values. In addition to services offered by the Student Counseling Center, the Academic Advisement Center, Placement Service, and High Potential Students/Student Academic Services Office continue to develop programs to assist all students in career choices. The Placement Service also maintains employment records of past graduates by major fields of study. Students are encouraged to seek information about employment opportunities in their major field by consulting their department offices.

Counseling Center

The purpose of the Counseling Center is to help students resolve those problems which might otherwise limit their capacity to benefit from the educational experience provided at ISU and to enhance their own understanding of themselves.

The Center provides the full range of counseling services, including individual and group counseling, career development counseling, personal development groups, and consultation to individuals or groups. The Center is also involved in the training of undergraduate and graduate students and is a training site for doctoral interns that is approved provisionally by the American Psychological Association.

A person may initiate contact with the Center by either calling or coming directly to the Center (56 DeGarmo) during working hours (8-4:30 Mon.-Fri.). The Center also has an afternoon walk in counseling service from 1-4 p.m. and students often make their first contact with the Center through this service. All contacts with the Center are confidential and are not part of a student's school record. All services are free of charge.

In addition to the above services, the Center also maintains a Career Center which is located adjacent to the Counseling Center. Career information is available at this Center, including a computerized vocational guidance system (SIGI) to assist students in making career decisions.

Financial Aid

The Financial Aid Office administers and coordinates in excess of thirty-three million dollars in aid funds to approximately seventy-one percent of the total student population at Illinois State University. These funds are available to increase post-high school educational opportunities to qualified students. Financial Aid Advisors are available on a walk-in basis Monday through Friday noon in Hovey Hall 211, to provide individual assistance to students and parents regarding types of aid programs available, eligibility requirements, application procedures, need analysis, part-time employment, money management, aid revisions, registration billing adjustments, and other related areas.

Health Service

Illinois State University maintains the Health Service as an integral part of its services for students. The Health Service general outpatient clinic and infirmary are located in the Rachel Cooper Wing of Fairchild Hall near the center of campus. Physicians are available for consultation during regular clinic hours. A registered nurse is on duty at all hours of the day and night during the fall and spring semesters except for official vacation periods scheduled on the University calendar.

Health services are available to all students registered for on-campus classes who are not also full-time ISU faculty and staff members. Students registering for 9 or more hours pay a health fee at the beginning of each semester which entitles them to Health Center services for the entire semester. Students who register for fewer than 9 semester hours have an option of paying the health fee within the first 15 calendar days of each semester or obtaining service on a pay-as-you-go (fee-for-service) basis. Three hospitals and competent medical specialists are available in Bloomington-Normal to handle medical problems when necessary.

All students entering ISU are encouraged to have a dental examination and necessary dental work accomplished by their family dentist prior to registration. Dental services are not provided by the Health Service nor are they covered by the student health and accident insurance plan except as a result of accidental injury.

New students who have chronic medical conditions such as diabetes mellitus, ulcerative colitis, or epilepsy, which require long-term and projected treatment, should plan to retain the services of private physicians for the continuing supervision and management of their case. The Health Service will be glad to cooperate, furnish supportive care and assist the student's physicians in the student's care if the private physician furnishes written findings and instructions.

Placement Service

The Placement Service serves the University in many ways. It informs students and alumni of the University of available

positions, instructs them in making effective applications, helps them to recognize and observe good professional procedures, and provides related information which will help them to secure good positions. It also seeks to aid officials of schools, businesses, and governmental agencies to find qualified applicants for positions. It informs students, faculty, and departments about present supply and demand trends.

Residential Life

The University operates both residence halls and apartments. Full information and assistance in acquiring space in a residence hall or an apartment may be obtained from the Office of Residential Life.

Student Judicial Office

The Student Judicial Office provides administrative support for the Student Code Enforcement and Review Board (SCERB). SCERB is responsible for the review and enforcement of student regulations and the review of student grievances. For further information concerning student rights and responsibilities and SCERB, consult the *University Handbook*, available through the Office of the Vice President for Administrative Services in Hovey Hall or the Student Judicial Office in Julian Hall.

Student Organizations, Activities and Programs (SOAP)

The SOAP Office is primarily concerned with encouraging the total development of the student at Illinois State by coordinating and promoting educational, recreational, social, cultural, and entertainment programs that create opportunities for out-of-classroom interaction and individual growth. Through the office's professional staff and with the involvement of University faculty and staff, advisement and support is offered for all registered student organizations. The University recognizes the role organized activities serve in complementing the educational experience of students. Students are encouraged to participate in programs sponsored by the wide variety of organizations active on campus. Individual and group development is provided by means of a year-long, comprehensive series of workshops. The Office maintains a relationship with the social sororities and fraternities on campus as well as coordinates a variety of University-wide activities and performing events through involvement with the entertainment programming organizations. A description of the many organizations and activities on campus is provided in the student organization handbook which is available in many University offices including the SOAP Office, 146 University Union.

Bone Student Center/Braden Auditorium

Bone Student Center provides facilities, programs and services, primarily for students, which complement the educational goals of the University. Included within the Center are food, checkcashing, banking and other services, a 15,000 square-foot ballroom and other multipurpose rooms used for student activities and other programs. Adjacent to, and operated by the Center are a Bowling and Billiard Center and a 500-space parking lot.

Braden Auditorium seats 3,457 on three levels. It is an academic and public service facility and the entertainment center for the University and the community.

Veterans Services

The Office of Veteran Affairs is part of the Financial Aid Office located in Hovey Hall. The office advises veterans

and their dependents on matters relating to benefits and handles payment problems.

Certain dependents of deceased war veterans are entitled to educational benefits from the Veterans Administration. A student seeking such benefits should contact the Veterans Affairs Area of the Financial Aid Office (208C Hovey Hall).

Student Clubs and Organizations

Students' academic interests are complemented by a wide variety of co-curricular activities available on campus. The following organizations offer students the opportunity for interaction and involvement. The means whereby students may demonstrate leadership, creativity, and initiative are provided through participation in registered student organizations.

Student Association: The Student Association is a two-pronged organization that provides services to students and advocates issues of student concern. Each Fall, the student body elects one half of the 33-member Student Association Assembly. The elected students come from both on and off-campus constituencies. Each Spring, the student body elects the Student Association President, the Vice-President, the other half of the Assembly members, and the student members of the Academic Senate. Every student at ISU is a member of the Student Association and as such is eligible to vote in any SA election. Students are represented on nearly every major University committee including college councils and committees that advise the University President.

Anyone who would like to become involved with a University Committee or any other aspect of the Student Association should stop by the Student Governance Offices at 225 North University or call 436-6661.

Major Student Association Services include:

Students' Legal Services: Students may obtain advice, consultation, and representation by an SLS attorney in McLean County courts and before state and local administrative agencies.

Tenant Union: Advice for student tenants is given by this agency. Rental listing guides are available at the Tenant Union which enable students to see which rental units in town are open. The Tenant Union takes action in landlord/tenant disputes involving less than \$1,000 in damage.

Printing Services: This service offers students copying and printing at a minimal expense. Students and/or groups can bring in announcements, papers, and cards to be duplicated.

Data Bank and Research: Students may research a wide range of information from Data Bank. Surveys and student research are done by this department.

Affirmative Action: Students who feel they have been discriminated against are encouraged to seek the aid of the Affirmative Action director.

Book Exchange: Through the Book Exchange, books may be bought and sold by students at rates set by students. The money from the sales goes to the students.

Yearbook and New Student Record: This service provides Senior Yearbooks to those who order them. Senior photos appear in the yearbook free of charge. The New Student Record is a freshman yearbook.

Consumer Affairs: Students who feel that they have been exploited by a business should contact the Consumer Affairs director. This service provides consumer information on various products.

Voter Registration: This service registers students for voting in primary, local, and general elections. The Student Association is a member of the Student Advisory Committee to the Illinois Board of Higher Education as well as the Illinois Student Association.

Association of Residence Halls: All students living in the residence halls are members of the Association of Residence Halls (ARH). The organization provides effective student input into residence hall policy formation, staff selection, room and board rates, renovations, food service, and other topics that affect residence hall students. The ARH Assembly consists of representatives selected by the student government of the various residence halls, with officers chosen by a student election during the spring semester. The Association has designated individuals that represent ARH on various University organizations and committees.

ARH is involved with many activities, including task force trips to other Universities, and offers a wide range of programs and services. The ARH Program Board sponsors several social, educational, and cultural programs open to all residents. Some services provided by the ARH are Operation Identification, 24 hour *MOMMY*, telephone activities hotline, *What to Bring List* for freshmen, a Newsletter, photography darkroom, winter storage for bicycles, and more. ARH is also affiliated with state, regional, and national organizations that have similar concerns.

If a student is interested in getting involved in ARH or would like to obtain further information, contact the ARH Office in Watterson Towers, North Tower, Formal Lounge Level (436-6635).

Black Student Union: The Black Student Union is responsible for developing and providing opportunities for Afro-American students to involve themselves in creating cultural programs relevant to them. It is further responsible for promoting positive identification, association, and relationship for Afro-American historical and contemporary culture. It provides an atmosphere conducive to relevant psychological and social needs of Afro-American students. The Black Student Union provides opportunities for the development of decision-making abilities and potential talents of students who have been neglected. The Black Student Union also provides a vehicle for students to understand their relationship to the total university community. Liaison relationships are maintained with the Student Affairs Office, Illinois Association of Black Students, and Midwest Association of Black Student Governments. Major Black Student Union (BSU) activities include:

AMISTAD — A bi-monthly publication to keep students informed of events that vitally affect them.

Black Awareness Committees — Ongoing committees to promote the preservation of Afro-American life and culture.

Student Communication Media: The *Vidette* newspaper is published daily by students to present important campus news and to reflect student life. Students interested in journalism can receive valuable experience in writing, makeup, and editing. The student editor appoints a staff of assisting editors and reporters. A faculty general manager supervises the publication.

WZND is a commercial AM and FM student-oriented radio station serving both the campus and the Bloomington-Normal community. Programs include locally produced news, sports, and public affairs, as well as ABC-FM national network affiliation. WZND is a campus organization with membership open to students interested in all phases of broadcasting.

TV 10 News is a nightly television news program telecast from the ISU studios and carried to the Bloomington-Normal community through the local television cable system. It is produced by the Office of Public Affairs and the Department of Information Sciences with professional direction. Students working on the program in news or technical positions may earn academic credit for their participation.

Departmental Clubs: Registered organizations associated with an ISU academic department are as follows:

Student Accounting Society, Society for Advancement of Management, Agriculture Club, Alpha Beta Alpha, American Marketing Association, American Society of Safety Engineers, Illinois State Biology Club, Block and Bridle Club, Business Administration Club, Business Week Organization, ISU Chem Club, College of Business Executive Committee, Association for Computing Machinery, Student Criminal Justice Association, Council for Exceptional Children, Student Elementary Education Board, Student Environmental Health Association, Fashion Merchandising Club, Finance Club, Forensics Union, ISU German Club, Home Economics Education Board, Industrial Education Club, American Society of Interior Design, Student Journalism Society (Sigma Delta Chi), ISU Law Club, Masters of Business Association, Math Club, Society of Medical Technology, National Association of Home Builders, Music Therapy Club, Student Nutrition/Dietetic Club, Office Administration Club, Phi Beta Lambda, Philosophy Club, Physical Education Major Club, Society of Plastics Engineers, Psychology Club, Public Relations Student Society of America, Social Work Club, ISU Spanish Club, Speech Communication Undergraduate Association, Student Television Workshop.

Entertainment Programming Organizations: Campus groups that provide University-wide entertainment include: Caper Cinema, Entertainment Committee, University Forum, Homecoming Board, LaRitz, New Friends of Old Time Music, Union Board, University Program Board.

Fraternities and Sororities: Coordinating groups for Greek affiliates include the Interfraternity Council, the Panhellenic Association, and the National Pan-Hellenic Council. The social fraternities on campus are: Alpha Gamma Rho, Alpha Kappa Lambda, Alpha Phi Alpha, Alpha Tau Omega, Beta Eta Tau, Beta Sigma Psi, Delta Chi, Delta Sigma Phi, Kappa Alpha Psi, Kappa Delta Rho, Lambda Chi Alpha, Omega Psi Phi, Phi Beta Sigma, Phi Sigma Kappa, Sigma Nu, Sigma Phi Epsilon, Sigma Pi, Sigma Tau Gamma.

The social sororities on campus are: Alpha Delta Pi, Alpha Gamma Delta, Chi Omega, Delta Delta Delta, Delta Sigma Theta, Delta Zeta, Gamma Phi Beta, Gamma Phi Lambda, Kappa Delta, Pi Beta Phi, Sigma Gamma Rho, Zeta Phi Beta, Zeta Tau Alpha.

General Interest Groups: Registered groups meeting a variety of students' interests include: Student Alumni Council, American Heritage Dancers, ISU Student Athletic Trainers Association, ISU Student Athletic Public Relations Association, Class Leadership Council, Association for the Support of Children in Underdeveloped Countries, Design Streak, Dungeonmasters Association, Gamma Phi Circus, Gay People's Alliance, Honor Students Organization, Interdenominational Youth Choir, Married Students Organization, Students' International Meditation Society, ISU Paraprofessional Council, Peace and Justice Coalition, PATH, Ranger Club, WZND Radio Station.

Honorary Societies: Registered academic honorary societies at Illinois State University include: Alpha Chi (Scholastic), Alpha Kappa Delta (Sociology Honorary), Alpha Lambda Delta (Freshmen Scholastic), Alpha Phi Sigma (Criminal Justice), Alpha Tau Alpha (Agriculture), Delta Phi Alpha (German), Delta Sigma Pi (Business), Eta Sigma Gamma (Health Science), Kappa Delta Epsilon (Professional Education), Kappa Delta Pi (Education Honorary), Kappa Omicron Phi (Home Economics), Phi Eta Sigma (Freshmen Scholastic), Phi Sigma (National Biology), Red Tassel/Mortar Board (Senior Scholastic), National Residence Hall Honorary, Sigma Delta Pi (Hispanic).

tic), Phi Sigma (National Biology), Red Tassel/Mortar Board (Senior Scholastic), National Residence Hall Honorary, Sigma Delta Pi (Hispanic).

Minority Interest Groups: Registered foreign interest organizations providing a cultural exchange on campus include: African Students' Association, Black Action and Awareness Committee - East, Black Action and Awareness Committee-Watterson, Black Action and Awareness Committee West, Black Awareness and Awareness Committee-South, Black Student Union, Chinese Student Association, The European International Student Association, Korean Student Association, Association of Latin-America Students, Nippon-International Student Association.

Political Interest Organizations: Students' political interests are represented through the following registered groups: ISU College Democrats, College Republicans, Student Association.

Recreation and Sports Clubs: The University provides a Campus Recreation program. This program includes a broad Intramural Program for men and women with competition scheduled in over 50 activities. The Recreation Office schedules supervised facilities such as gymnasiums, pools and tennis courts for student use. Programs including roller skating, pottery, woodworking, and other activities are available. Another exciting option is the Outdoor Program involving checkout of camping, backpacking, and canoeing equipment, as well as weekend trips scheduled for each activity. There are a number of recreation and sport clubs that have membership open to all students. These clubs include: ISU Equestrian Association, Illinois State University Fencing Club, ISU Frisbee Club, ISU Hockey Club, ISU Judo Club, ISU Sport Parachute Club, ISU Parks and Recreation Society, ISU Racquetball Club, ISU Scuba Club, ISU Ski Club, ISU Tae Dwon Do Club, ISU Weightlifting Club.

Religious Organizations: Registered groups serving students' religious interests include: Apostolic Christian Bible Study, ISU Bahai Club, Baptist Student Union, B'nai B'rith Hillel, Campus Crusade for Christ, Chinese Bible Study Group, Christian Collegians, Student Christian Fellowship, Church of Christ Campus Ministry, Follow the Son, Inter-Varsity Christian Fellowship, McLean County Youth for Christ, The Navigators, New Hope Outreach, Orthodox Students on Campus, Victory Christian Fellowship, Wittenberg Lutheran Chapel and Center.

Residence Hall Organizations: Each University residence hall has a student government consisting of elected officers and representatives who serve on hall committees and councils. Projects or issues of common interest among the halls are shared through the coordination effort of the Association of Residence Halls. Area residents' organizations include: Atkin-Colby Student Government, BAAC - East, BAAC - Watterson, BAAC - West, BAAC - South Dunn-Barton-Walker Resident's Association, Fell Hall - International House Government, Hamilton/Whitten Student Government, Hewett-Manchester Association, Madison-VanBuren Residents' Association, Association of Residence Halls, Tri-Towers Student Association.

Service Organizations: Registered University organizations offering services to the University and community include: Alpha Phi Omega, ISU Circle K, Delta Kappa Delta.

ACADEMIC POLICIES AND SPECIAL ACADEMIC PROGRAMS

Academic Policies and Requirements

The University reserves the right to revise its Academic Policies and Procedures when it is deemed appropriate. Such changes in this catalog affect all students, unless otherwise noted, and take effect May 10, 1982.

University Grading System

Course Grades: Instructors assign a grade in each course for which the student is registered. Responsibility for correcting any error in grading rests with the course instructor. The grade point equivalents are 4 for A, 3 for B, 2 for C, 1 for D, and 0 for all other grades. The 0 value of F and WF are computed in the student's grade point average. The 0 value of grades I, AU, CR, CT, NC, WX, and WP are not computed in the student's grade point average. University grades assigned undergraduate courses are:

- A Excellent
- B Good
- C Satisfactory
- D Poor, But Passing
- F Failing. Assigned to students who are enrolled in a course all semester but who fail to earn a passing grade and to students who cease attending a class without withdrawing officially
- I Incomplete
- AU Audit
- CR Credit. Assigned to students who do satisfactory work in a course which is offered on a Credit/ No Credit basis only
- CT Credit. Assigned to students who earn an A, B, or C grade in a course which they have elected to take under the Credit/No Credit option
- NC No Credit. Assigned to students who do not do satisfactory work in a course which is offered on a Credit/No Credit basis only and to students who do not earn an A, B, or C grade in a course which they have elected to take under the Credit/ No Credit option
- WX Withdrawal. Assigned to students who officially withdraw from a course before the quality of work can be determined and prior to the dates specified in the withdrawal policy
- WP Withdrawal Passing. Assigned to students who officially withdraw from a course and who are doing satisfactory work at the time of withdrawal
- WF Withdrawal Failing. Assigned to students who officially withdraw from a course and who are not doing satisfactory work at the time of withdrawal

Incompletes: An I (Incomplete) will be given to a student who is doing passing work but finds it impossible to

complete the work by the end of the semester or session because of a justifiable reason, such as illness. The student must have been in class to within three weeks of the close of the semester or one week of the close of the summer session. The student, the instructor, and the department chairperson shall sign a verification form which will include a justifiable reason for assigning the incomplete grade, the requirements that must be satisfied in order to clear the incomplete grade, and a default grade (A, B, C, D, F, or I), which is the grade the student will receive if the outstanding work is not completed. A copy of the verification form shall be retained by the instructor and one shall be provided to the student with the original and the department copy being submitted to the Office of Admissions and Records. If the I (Incomplete) grade has not been cleared within one calendar year (or by the time the student has graduated, whichever comes first), it shall be converted to the default grade on the student's record. In exceptional cases, deviations from the policy may be granted by the Assistant Dean of Undergraduate Instruction.

Auditors: A student may register as an auditor in a class or classes if facilities are available. An auditor does not participate in the activity of the class, but is expected to attend regularly. An Audit (AU) designation will appear on the student's transcript when the instructor certifies that the student has attended the class on a regular basis. If the student has not attended regularly, a WX will be recorded on the transcript after the instructor has sent a written notification to the Office of Admissions and Records that the student has not attended regularly. To register as an auditor, a student must register for the course and get the instructor's signature on an auditor's permit which can be obtained from the Registration Office. Students must register to audit a course by the tenth day of classes in the semester, with any exception having the approval of the department chairperson in which the course is offered and the Assistant Dean of Undergraduate Instruction. The auditor fee is shown in the section on costs. Students who are registered for 12 or more hours for credit may audit courses without additional fees. Audited courses are considered part of the student's total load.

Credit/No Credit Courses: Certain courses in the University are offered on a Credit/No Credit basis only. In these courses, students receive a grade of CR (credit) or NC (no credit). The offering of a particular course on a Credit/ No Credit basis only must be approved in advance by the Provost.

Credit/No Credit Student Option: An undergraduate student (except a first semester freshman) who is not on scholastic probation may choose to register in some courses under an option that allows the student to be graded on the basis of CT (Credit) or NC (No Credit) rather than on the basis of A, B, C, D, or F grades. This Credit/No Credit (commonly called Pass-Fail) Option is designed to encourage students to enroll in courses they otherwise would not take. Some courses, therefore, including those in a student's major or minor, may not be taken on the Credit/No Credit Option. (An exception is where courses

in the student's major or minor field are offered on a Credit/No Credit basis only.) A maximum of 6 semester hours of work under the Credit/No Credit Option may be taken each semester, and a total maximum of 25 semester hours under the Credit/No Credit Option may be presented for graduation. Although an entry of CT (credit earned under the Option) or NC (no credit earned under the Option) will be entered on the student's record, these entries are not used in computing the grade point average for the student. **Students who plan to enter graduate or professional schools should not take courses under the Credit/No Credit Student Option since they may adversely affect admission opportunities.**

A grade of CT is recorded when the grade submitted by the instructor is A, B, or C. A grade of NC is recorded when the grade submitted by the instructor is D or F.

A student electing the Credit/No Credit Student Option should do so as part of the regular registration process. In no case may a student elect the Option later than the tenth day of classes in the semester. Students who have elected the Credit/No Credit Student Option may return to the letter basis of grading prior to the last date for withdrawing from a course.

Course Registration and Withdrawal Policies

Withdrawal Policy: Dropping a Course or Courses. The following policy applies where a student drops a course or courses, but not all courses in which the student is registered during a particular semester. **Students are advised strongly to make a commitment to complete courses in which they are enrolled whenever possible and not to withdraw from courses after the program change period unless absolutely necessary.** A student may withdraw from a course during the program change period without the withdrawal being indicated on the transcript. After the tenth day of classes in the semester and prior to the end of the sixth week of classes of the semester, the student withdraws from a class by reporting to the Registration Office. A withdrawal form will be completed, signed by the student, and the instructor will be notified of the withdrawal. After the sixth week of classes in the semester, a student must meet with the instructor of any course from which the student is planning to withdraw, have a withdrawal form signed by the instructor, and file the signed withdrawal form with the Registration Office within 24 hours.

After the tenth day of classes, a student may officially withdraw from a course with a grade of WX at any time prior to the end of the sixth week of classes of the semester (prior to the end of the third week of classes of an eight-week course and prior to a proportionate time in a pre-session or other short course). Between the start of the seventh week and the end of the thirteenth class week (prior to the end of the sixth week of classes of an eight-week course and prior to a proportionate time in a pre-session or other short course), a student may officially withdraw from a course with a grade of WX, WP, or WF as assigned by the instructor. WX is given if the student withdraws before the quality of work can be determined; WP, if the student is passing at the time of withdrawal; and WF, if the student is failing. A grade of WF shall be computed as a failing grade in computing the student's grade point average. A student should consult the *Directory of Classes and Summer Sessions Schedule* for specific withdrawal dates for a given term. Upon the written recommendation of a licensed physician or a clinical psychologist, a student may be granted permission to officially withdraw from a course for medical reasons at a later time than the dates specified.

A grade of F will be given to students who withdraw from a course unofficially by not having a withdrawal slip signed by the course instructor and placed on file in the Registration Office, who register for a course but do not complete course requirements, or who withdraw from a course after the thirteenth week of classes (or comparable date specified above). In exceptional cases, deviations may be granted by the Assistant Dean of Undergraduate Instruction.

Withdrawal Policy: Dropping all Courses: The following policy applies when a student drops all courses in which the student is enrolled for a particular semester. This is known as *withdrawal from the University*. **Students are advised strongly to complete courses in which they are enrolled whenever possible and not to withdraw from the University unless absolutely necessary to do so.** Prior to the end of thirty (30) calendar days after the first regularly scheduled class day, a student reports to the Office of Admissions and Records to withdraw from the University. After that date, students contemplating withdrawal from the University must meet with the Assistant Dean of Undergraduate Instruction.

If a student's written request to withdraw from the University for substantial reasons is granted by the Assistant Dean of Undergraduate Instruction, all grades will be assigned in the same manner and under the same provisions except that the student is not required to contact his or her instructors. Instead, the instructor of each course assigns a WP, WF, WX or letter grade as appropriate depending on the date and circumstances of withdrawal. If medical or similar substantial reasons make it impossible for the student to follow the usual procedures, a letter signed by the student explaining the situation, with appropriate verification, requesting withdrawal from the University will be sufficient. Whether in person or by mail, the withdrawal is processed by the Assistant Dean of Undergraduate Instruction. Withdrawals made by mail are addressed to the Assistant Dean of Undergraduate Instruction, Illinois State University, Normal, Illinois 61761.

Regardless of the circumstances of withdrawal, the student shall be responsible for returning any laboratory equipment and library materials. The student shall pay for any parking fines and remove the parking decal from any registered vehicle. The student shall contact the Office of Residential Life to obtain clearance from room and board obligations and to arrange for vacating the residence hall room. The student should arrange with the Financial Aid Office to place any scholarship on leave or cancel it and make arrangements for future financial assistance. Arrangements for payment of loans must be made in the Bursar's Office.

A grade of F will be given to students who do not attend their courses but do not officially withdraw before the specified final withdrawal date and to students who register for a course but do not complete course requirements. In exceptional cases, deviations may be granted by the Assistant Dean of Undergraduate Instruction.

Repetition of Courses Policy: A student may register for a course only once for a repetition. That is, if a student completes a course, or drops a course after the tenth-day enrollment report, he or she may enroll officially in that course one additional time. When a course has been repeated, both the original and the subsequent grade (A,B,C,D,F, WF) are included in the student's grade point average if the course is acceptable toward graduation. The original grade will not be removed from the student's transcript and the credit hours will count only once toward meeting minimum hourly requirements for graduation. Students who wish to repeat a course must do so at Illinois State University; grades earned at another college or

university may not be used for this purpose. Exceptions to the Repetition of Courses Policy may be granted in unusual circumstances by the Assistant Dean of Undergraduate Instruction.

Course Load Policy: An undergraduate student may carry a maximum of 17 hours each semester. A full-time student usually carries from 15 to 17 hours. A student wishing to carry more than 17 hours in a semester may seek permission to do so from the chairperson of the major department. The granting of this permission will depend on the student's scholastic record. A freshman may not carry over 17 hours during the student's first semester.

A person who holds a full-time position should not take more than six semester hours of work per semester.

A student must have the permission of the Assistant Dean of Undergraduate Instruction to take any work, including extension or correspondence, at another college or university with concurrent registration at Illinois State University.

Class Attendance Policy: The attendance policy of the University is based on two principles: first, students are expected to attend class regularly; and second, students are primarily responsible to the instructor in matters pertaining to class attendance. Every student will be held responsible for class attendance and successful completion of academic work. Attendance regulations are intended to encourage student maturity and are based on the assumption that academic success is the student's primary goal in college.

The University will reasonably accommodate students in circumstances where a religious observance requires absence from class. Students who are unable to attend class or take examinations for religious reasons should consult their instructors in advance about alternative arrangements.

Class Registration Changes: Detailed instructions for registration for courses are published for each semester in a *Directory of Classes* for that semester. There are two ways of registering for courses for the fall or spring semesters: (1) advanced registration conducted during the preceding semester, and (2) the registration period provided just prior to the start of classes each semester. Students are encouraged to register during the advanced registration period because of the wider selection of courses open to them at that time. New freshmen and transfer students may register during Summer Preview and are encouraged to do so because of the wider selection of courses open to them at that time, or they may register just prior to the opening of the semester.

A student who is already registered for a particular semester and desires to change the program before the deadline for doing so should follow the instructions in the *Directory of Classes*.

Academic Requirements

Class Standing: Students in a bachelor's degree program are classified as freshmen, sophomores, juniors, and seniors. A student must have completed 30 semester hours to be classified as a sophomore, 60 hours to be classified as a junior, and 90 hours to be classified as a senior. Students not working toward a degree at Illinois State are listed as Unclassified Students.

Major Field or Fields of Study: Students may select a major field of study at the time of admission unless there are special restrictions for admission. Students who are undecided about a major field are classified as General Students and are encouraged to select a major field of study as soon as possible. The major and minor fields of

study available at Illinois State are described later in the Catalog.

A student may elect to complete the requirements for two majors, both of which may be identified on the student's transcript. When a student double majors, the student indicates only one major for purposes of registration and advisement. The second major is indicated by the student to the Office of Admissions and Records at the time of senior evaluation.

Unless otherwise specified in a particular program, students may use a specific course to meet requirements for a major, second major, minor, and second minor.

Change of Major: A student wishing to enter a major or change majors reports to the Office of Admissions and Records. Permission to enter or change to a given major field may be sought by consulting the chairperson of the department offering the major and obtaining signature approval. Entering majors may be restricted by enrollment or other limitations in some areas. Students should consult the major program descriptions for any admission requirements to a particular major.

Dismissal from Major: A student who is placed on academic probation for the second or any subsequent time will be dropped automatically from his or her major. The student will be classified as a General Student and will receive academic advisement from the Academic Advisement Center. In order to become a major in a department after being dropped, a change of major form must be completed and the student must be accepted by the department in which he or she desires to be a major.

Minor Field or Fields of Study: Students often elect a minor field of study. Students in teacher education programs are required to have a minor unless they have a comprehensive major. A student may elect to complete the requirements for two minors, both of which may be identified on the student's transcript. There are no special procedures for admission to most of the minor programs, but students are encouraged to consult with the academic department(s) in which they carry the minor(s) for advisement. Minors are indicated by the student to the Office of Admissions and Records at the time of senior evaluation. Unless otherwise specified in a particular program, students may use a specific course to meet requirements for a major, second major, minor, and second minor.

Grade Point Average: In order to be eligible for graduation, a student must have a minimum grade point average of 2.0 (C) in all courses taken at Illinois State University for which grades of A, B, C, D, F, or WF are assigned. Failures are considered in the total number of semester hours taken in computing the grade point average. The following illustrates the counting of grade points to determine the GPA (Grade Point Average).

Grade Course	Grade	Sem. Hrs. Enrolled	Sem. Hrs. Earned	Sem. Hrs. For GPA	Grade Points
POS 105	D	3	3	3	3
BSC 145	CT	2	2	0	0
COM 110	A	3	3	3	12
MUS 139	I	1	0	0	0
CHE 102	B	3	3	3	9
HPR 130	WX	1	0	0	0
HIS 135	WF	3	0	3	0
THE 150	NC	1	0	0	0
		17	11	12	24

The grade point average is computed by dividing grade points earned by semester hours counted. For the case above, the grade point average is 2.0. Grades of WX, WP, CT, CR, I, and NC do not affect the grade point average. WF grades are counted as equivalent to F grades.

Academic Good Standing: To be in academic good standing, a student must have achieved a minimum cumulative grade point average, depending on the number of semester hours taken, as shown in the following chart:

Semester Hours Taken	Minimum Cumulative Grade Point Average
1 - 30	1.80
31 or more	2.00

The number of *semester hours taken* includes all college work completed by the student, but only the grades earned at Illinois State University are used in computing the grade point average. Students who do not achieve the minimum grade point average as specified will be placed on academic probation. Satisfactory Progress for Financial Aid purposes is described elsewhere in this Catalog.

Academic Probation: Students who fail to meet the above requirements are placed on academic probation for the following semester or session. At the end of any term when a student goes on probation a second or subsequent time, he or she is automatically dropped from the University. A student denied reinstatement at that time may expect to remain out of school one calendar year before the Reinstatement Committee will act on a request for reinstatement. An error in the record or new evidence of academic capability (for example, excellent grades in a semester's work at another school) will result in a review of a student's case when brought to the attention of the Committee.

Repeated failures to do satisfactory work may result in permanent exclusion from the University. Information about the probation regulations or a student's own probation status may be secured from the Assistant Dean of Undergraduate Instruction.

Catalog Requirements: Students normally use the Catalog in effect at the time they entered the University for meeting graduation requirements. Consult the later section on Catalog and Graduation Requirements for specific regulations and exceptions on catalog requirements for graduation.

Academic Honors

Academic Honors: Dean's Lists: Undergraduate students who meet high academic standards, as established by the College of their major, are included in a Dean's List issued each semester. Eligible students must complete 12 or more semester hours, including all work taken during the semester exclusive of any work taken under the Credit/No Credit option, by the end of the semester in which the Dean's List is issued. Names included on the Dean's List for the Colleges of Applied Science and Technology, Arts and Sciences, Education, and Fine Arts will include those students whose grade point averages place them among the top ten percent of those students majoring within the College. The Dean's List in the College of Business will include only undergraduate students majoring in business who have completed 12 or more semester hours with an overall semester grade point in the top ten percent and an average of at least 3.33 for all courses taken during the semester. Courses completed after the official end of the semester and courses taken with a Credit/No Credit option will not be counted for this purpose. Students whose majors do not place them in one of the five colleges and whose grade point averages are within the top ten percent of the University are identified on the list of the Dean of Instruction.

Degrees with Distinction: A student must have completed at least 50 semester hours at Illinois State University to

be eligible for a degree with distinction. Students who have an accumulated grade point average of 3.90 through 4.00 are graduated *summa cum laude*; those with a GPA of 3.80 through 3.89 are graduated *magna cum laude*; and those with a GPA of 3.65 through 3.79 are graduated *cum laude*. Students who qualify for these degrees with distinction wear an appropriate shoulder loop as part of their academic gown at commencement and their names appear in the commencement program as being awarded degrees with distinction. All grades earned at Illinois State University are counted in computing the grade point average, except those earned during the Spring semester if graduation requirements are completed then. Transcript notations of graduating *cum laude*, *magna cum laude*, and *summa cum laude* are based on the total grade point average, including the final semester.

Academic Honors: Bone Scholars: Several undergraduate students are designated annually as Bone Scholars, in honor of former President Robert G. Bone. The designation of Bone Scholar is the highest distinction that can be achieved by undergraduate students at Illinois State University. Bone Scholars are students who combine superior academic records with full personal development through campus and community activities. Nominations to this honor are made by faculty members and selection of new Bone Scholars is conducted by the Honors Program.

Undergraduate Degree Requirements

Undergraduate degrees available at Illinois State University include the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Music Education degrees. When applying for graduation, the student indicates the specific degree desired which he or she is qualified to receive. Other requirements are specified for each degree below.

Bachelor of Arts (B.A.) Degree: University Studies requirements; General requirements for graduation; Field or fields of study requirements; 32 semester hours in humanities and social sciences (The Office of Admissions and Records and the Academic Advisement Center may be consulted for specific courses that apply to this 32 hour requirement); and three semesters or equivalent of foreign language, with at least one semester at the level of 115 or higher taken in college, with Foreign Languages classes taught exclusively in English excluded (the Department of Foreign Languages establishes high school and proficiency equivalents). Students for whom English is not their native language can meet their Foreign Language requirement either by taking COM 110 and two English courses or by meeting the requirements in a foreign language other than their first language.

Bachelor of Sciences (B.S.) Degree: University Studies requirements; General requirements for graduation; and Field or fields of study requirements.

Bachelor of Science in Education (B.S. in Ed.) Degree: University Studies requirements; General requirements for graduation; Teacher education approved major and minor or comprehensive major; and Professional education requirements.

Bachelor of Fine Arts (B.F.A.) Degree: University Studies requirements; General requirements for graduation; and Art or Theatre field of study requirements for B.F.A. degree.

Bachelor of Music (B.M.) Degree: University Studies requirements; General requirements for graduation; and Music field of study requirements for B.M. degree.

Bachelor of Music Education (B.M.E.) Degree: University Studies requirements; General requirements for graduation; Music field of study requirements for B.M.E. degree; and Professional Education requirements.

Graduation Requirements

The following graduation requirements apply to all students. **Meeting graduation requirements is the individual responsibility of each student.** The student and adviser should check the student's program of courses frequently to assure that the student is fulfilling the following graduation requirements (all references to hours are to semester credit hours.)

1. **Total Hours:** The actual hour requirement for an undergraduate degree varies by the program or combination of programs that a student elects. A student must have a minimum of 120 hours of credit acceptable toward graduation. Some courses may not count toward graduation. These restrictions are noted in the course descriptions. There are some curricula or combinations of fields that require additional hours. If all specified requirements are completed with fewer than 120 hours, a student must elect sufficient course work to total at least 120.

2. **University Studies:** University Studies hours must total at least 48 hours exclusive of courses taken in the student's major department and distributed over eight areas as described in the Catalog. A transfer student who is admitted to the University from a public community college in Illinois and who has completed an Associate Degree in a baccalaureate-oriented sequence shall be considered to have met the University Studies requirement; other transfer students must complete the regular University Studies program. See the University Studies section of the Catalog for specific area requirements.

If a student from an Illinois public community college transfers to Illinois State with six or fewer semester hours remaining to complete a baccalaureate-oriented associate degree, he or she may present evidence of the award of that degree at the completion of the first semester at Illinois State and be considered to have completed the University Studies requirement.

3. **Major-Minor Options:** Liberal arts or non-teacher education students who are candidates for B.S. or B.A. degrees must complete a major or comprehensive major field of study. Completion of a second major, minor, and second minor is optional. Teacher education students who are candidates for a B.S., B.A., or B.S. in Ed. degree must complete professional education requirements and must complete either a comprehensive major or a major and a minor approved for teacher education.

4. **Senior College Hours:** The senior college hours (courses numbered 200 or above) must total at least 42 hours. Coursework transferred from other colleges and universities is not counted as senior college credit if freshmen and sophomores are regularly permitted to enroll in such work. **No credit from two-year colleges may be counted as senior level.**

5. **Grade Point Average:** Unless otherwise specified in a specific program, the grade point average for all courses taken at Illinois State University must be 2.0 (C) or higher. In addition, the student must have a grade point average of 2.0 (C) or higher in the courses required in the major and the minor if the student has a minor.

6. **Removal of Incompletes:** Each Incomplete grade (I) must be removed at least six weeks before the Spring commencement or two weeks before August graduation if the course is to be used in meeting graduation requirements.

7. **Residence Requirements:** Unless otherwise specified in a specific program, the residence requirement is completion of one-half of the last two years (a minimum of 30 hours) at Illinois State University.

8. **Constitution Examination:** Each student must pass an examination on the Constitution of the United States and the State of Illinois and on the proper use of the American flag. It is given on five different dates throughout the year as listed on the Instructions for Registration for each semester and for the eight-week summer session. A student may also meet this requirement by successful completion of Political Science 105 or by presenting certification of having passed an appropriate examination at another accredited Illinois college or university.

9. **Correspondence and Extension Course Limit:** A student may not present more than 32 hours of extension and correspondence credit from other institutions for graduation. Of the 32 hours, not more than 16 hours of correspondence credit will be accepted. Illinois State University no longer distinguishes between those courses offered on campus and those offered off campus and does not offer correspondence courses. Therefore, all credit hours earned at Illinois State apply toward graduation unless specifically noted otherwise.

Catalog Requirements

For a student in regular attendance during at least one term of each academic year, the requirements for graduation are those specified in the catalog for the year the student entered the University. If attendance is not continuous, a student must meet the requirements specified in the catalog in effect when the student reenters the University. If such a student continues in the curriculum chosen originally, the credits earned in meeting the requirements under an old program will apply in a revised program. In all instances, the University may adjust graduation requirements to insure that each graduate of a teacher preparation curriculum meets the course requirements for an Illinois Teaching Certificate.

A student who transfers from an Illinois public community college to this University may choose to meet graduation requirements specified in the Illinois State University catalog in effect at the time the student entered the community college if the student had been enrolled in a Baccalaureate Oriented program and if the following requirements are met: (1) attendance was not interrupted, and (2) transfer to Illinois State University must have occurred not later than nine months following attendance at the community college.

Since University programs are continuously evaluated and improved, a student is allowed to graduate under new requirements published while the student is in attendance at the University. A student who changes to new catalog requirements, however, must meet all the requirements in the new catalog.

Senior Evaluation, Application for Graduation, and Commencement

During the early part of a student's senior year, the Office of Admissions and Records will inform the student of the graduation requirements still to be fulfilled. **Student submission of the application for graduation initiates this senior evaluation process.**

In determining specific program requirements (in addition to the general requirements for graduation stated above), a student should consult the following sections of the catalog: (1) the University Studies Requirements; (2) the specific

requirements for the major and/or minor fields of study; and, if the student seeks teacher certification, (3) the University-Wide Teacher Education Program Requirements information provided in the College of Education section of the Catalog.

Each student should apply for graduation to the Office of Admissions and Records on or before the date specified in the *Directory of Classes* and in the University Calendar. The student pays a \$15 graduation fee when applying for graduation, unless the fee is covered by a State Scholarship.

Degrees are conferred and diplomas awarded after the close of each semester and summer session. Commencement is held once each year in May at the end of the second semester. Undergraduate students completing requirements prior to Commencement as well as those who expect to complete degree requirements at the close of the following summer session may participate in Commencement exercises.

Second Bachelor's Degree

A student who has already received one bachelor's degree from Illinois State University, or from another college or university accredited for baccalaureate degrees by the appropriate regional accrediting association, may receive a second bachelor's degree at Illinois State University. All specified requirements at the time of admission to the program for the second degree must be met, and the program of studies completed for the second degree must include at least 32 hours of coursework taken after the granting of the first degree. At least 24 of the 32 hours offered toward the second degree must be senior college level (courses numbered 200 and above).

Special Academic Programs and Services

Proficiency and Placement Examinations

Students at Illinois State University may receive university credit as a result of satisfactory performance on examinations in the following programs: **CLEP General, Departmental Proficiency, CLEP Subject, and Advanced Placement**. Exemption from some course requirements or appropriate course level assignment may be provided without credit through placement examinations.

Students are advised to plan their coursework and examination attempts carefully. The Advanced Placement examinations are offered by designated high schools prior to matriculation into the University. The CLEP General and Subject examinations are administered on campus at specified times by the Measurement and Evaluation Service, 115 Julian Hall. Special arrangements can be made for handicapped applicants upon prior written request to that office. The Departmental Proficiency examinations are offered on two scheduled dates each year as described in the semester *Directory of Classes* booklet. Some departments may offer proficiency examinations at other mutually convenient times and should be consulted directly by the student to make appropriate arrangements.

The University policy precludes the granting of credit through examination if the subject of the examination is at a lower level of difficulty or essentially duplicates credit earned previously through coursework or examination. Specific restrictions for each of the examination programs are listed below under the appropriate headings.

CLEP General Examinations: Illinois State University grants credit by examination toward University Studies for

the College Level Examination Program (CLEP) under the following guidelines:

1. Students who score at or above the fiftieth percentile on the national sophomore norms in the Humanities, Natural Sciences, or Social Sciences-History General examinations will be awarded six semester hours credit toward University Studies for each examination passed for a maximum of 18 possible credit hours. Credit is not available for the English Composition or the Mathematics General Examinations.
2. Students who desire to take the CLEP General Examinations are encouraged to do so before enrolling for courses at the University. The amount of academic credit that can be earned through any one of the three General Examinations will be reduced by the amount of academic credit previously earned in that area of study and by the amount of potential credit for current enrollment in any reasonably related course.
3. Academic credit for CLEP will be given by the University only to students who are admitted to and register for classes at the University. Credit for CLEP General Examinations shall count toward University Studies requirements and University Electives only. A student may not use the CLEP General Examinations to raise grades or remove failures in courses already taken. All credit for CLEP General Examinations shall be considered credit at the 100 level.
4. Students who are awarded credit for one or more areas of the General Examinations are expected to consult with their advisers to determine which basic courses and which advanced courses are most appropriate to meet their educational needs.
5. Credit will not be awarded for both an area of the CLEP General Examinations and a Departmental Proficiency examination on a course related to that area. Also, credit will not be awarded for the General Examinations in those areas in which academic credit is earned through Advanced Placement Examinations or CLEP Subject Examinations.
6. Students may take the CLEP General Examinations at ISU under the Institutional Program at times specified by the Measurement and Evaluation Service or at any CLEP Open Test Center. Students who take the CLEP examinations are individually responsible for the cost of the examinations.

Departmental Proficiency Examinations: Departmental Proficiency examinations are provided by the University in most 100-level courses to allow an opportunity for regularly-admitted students to receive credit for knowledge attained outside formal educational channels. Some departments also provide examinations in 200 and 300-level courses. These examinations are optional and recommended only for students who are unusually well qualified. Specific information about the nature of the examinations should be obtained directly from the appropriate departmental offices. University policy on proficiency examinations follows:

1. Each department shall establish the manner and level at which a student shall be judged proficient in a way that is similar to the type and quality of examination(s) (including difficulty level and cut-off points) typically used in the determination of the final course grade. The minimal level at which a student is to be judged proficient shall be equivalent to a grade of *C* in the course. Placement procedures may be used with the approval of the department chairperson to determine the appropriate initial level of coursework for a student or the amount of credit that may be given as equivalent to prerequisite courses listed in the *Undergraduate Catalog*.
2. Each department shall have proficiency examinations

for all 100-level courses regularly listed in the catalog and the *Directory of Classes* (excluding seminars).

3. A comprehensive statement of course objectives should be available to all students for each course for which proficiency examinations are given. Only after examining the course objectives should a student consider whether or not he or she should elect to be examined as proficient in the course under consideration.
4. Participation in proficiency examinations is open to all students enrolled at Illinois State University; however, students may not register nor receive credit for Departmental Proficiency examinations prior to the successful completion of twelve semester hours of accredited college or university coursework without written approval of the chairperson of the department in which the course is offered.
5. Credit granted for proficiency examinations will not have a letter grade assigned; therefore, the grade point average will not be affected.
6. Credit earned in proficiency examinations may not be used to raise grades or remove failures in courses already taken.
7. No course credit will be awarded for proficiency examinations which is at a lower level or substantially duplicates previously earned college credit.
8. A student will not be permitted to take a proficiency examination more than once nor may any student register for more than one Departmental Proficiency examination each semester unless approved in writing by the chairperson(s) of the department(s) in which the courses are being offered.
9. Responsibility for the coordination of the proficiency program shall rest with the Director of Student Academic Services, 411B Hovey. Handicapped students should notify the appropriate department office of their needs prior to the date of the examination.

CLEP Subject Examinations: In addition to the opportunities provided by the CLEP General Examinations described above, several departments grant credit by examination in specific subject areas covered by CLEP Subject Examinations. Courses approved for credit under this program are History 123 and 124, Mathematics 115 and 116, Political Science 105, Psychology 111, and Sociology 106. Credit may also be earned and applied towards the requirements in the Medical Technology program for acceptable levels of performance in Clinical Chemistry, Hematology, Immunohematology/Blood Banking, and Microbiology.

The Measurement and Evaluation Service at Illinois State University can provide information about test dates, fees, and passing scores.

Departmental Placement Examinations: Examinations for appropriate course placement are offered by the Departments of Foreign Languages and Music. No credit is awarded. The mathematics examinations are required of all entering students. Examinations in Foreign Languages or Music may be required of some students. Specific information about the examinations may be obtained from the respective departmental offices. Prior to the date of the examination, handicapped students should make a written request regarding accommodations necessitated by the handicap to the department giving the examination.

Advanced Placement Program: The Advanced Placement Program is sponsored by the College Entrance Board. The examinations are administered at designated high school testing centers. Students who have passed one or more of the Advanced Placement Examinations with grades of 5, 4, or 3 will be awarded college credit or exemption as indicated below.

A student who has taken Advanced Placement Program

examinations should request that his or her scores be sent to the Office of Admissions and Records at Illinois State University. The following provides information in sequence on (1) the particular Advanced Placement Examination, (2) the score required for credit or exemption (in parenthesis) (3) the ISU course or courses for which credit or exemption is allowed, and (4) the total semester credit hours allowed.

American History (5, 4, or 3); HIS 135 and 136; 6 hours.

Art-Studio (5, 4, or 3); ART 100, 2 hours; ART 103, 3 hours;

ART 104, 3 hours (total 8 hours).

Art-History (5, 4, or 3); ART 150, 2 hours; ART 155, 3 hours;

ART 156, 3 hours (total 8 hours).

Biology (5, 4, or 3); BSC 100, 3 hours; BSC 190, 4 hours; BSC 121, 4 hours (total 11 hours).

Chemistry (5 or 4); CHE 140, 5 hours; CHE 141, 5 hours (total 10 hours). (3); CHE 140, 5 hours.

English (5); ENG 101, 3 hours; ENG 104 or 105, 3 hours (total 6 hours). (4 or 3); ENG 101, 3 hours.

European History (5, 4, or 3); HIS 123 and 124; 6 hours.

Foreign Language Examinations

Latin-Vergil (5 or 4); FOR Latin 116, 4 hours. (3); exemption without credit from FOR Latin 116.

French Literature (5 or 4); FOR French 221 and 222, 6 hours. (3); exemption without credit from FOR French 221 and 222.

French Language (5 or 4); FOR French 115 and 116, 8 hours. (3); exemption without credit from FOR French 115 and 116.

German (5 or 4); FOR German 115 and 116, 8 hours. (3); exemption without credit from FOR German 115 and 116.

Spanish (5 or 4); FOR Spanish 115 and 116, 8 hours. (3); exemption without credit from FOR Spanish 115 and 116.

Mathematics Examinations

Calculus Test BC (5, 4, or 3); MAT 115 and 116, 8 hours. (2) Dept. review.

Calculus Test AB (5); MAT 115 and 116, 8 hours. (4); MAT 115, 4 hours. MAT 116, Dept. review. (3); MAT 115, 4 hours.

Music Examinations

Music (5, 4, or 3); MUS 151, 2 hours; MUS 152, 2 hours; (total 4 hours).

Physics Examinations

Physics Test B (5, 4, or 3); PHY 108 and 109, 10 hours.

Physics Test C, Part I (5, 4, or 3); PHY 110, 5 hours.

Physics Test C, Part II (5, 4, or 3); PHY 111, 5 hours.

Academic Advisement Center

The function of academic advisers is to assist students in long and short range academic and career planning, to provide needed information regarding University curricula and academic policies, to work with students whose academic progress is unsatisfactory, to refer students to other University services, and to assist students in the selection of classes. All majors with less than forty-five (45) cumulative semester hours and all General and Unclassified Students are advised through the Academic Advisement Center. Students with more than 45 hours are assigned to departmental faculty in their major field of study. Each summer, entering students receive academic advisement through the Preview ISU program. Any student who needs information on academic matters or who has special academic problems may call the Academic Advisement Center (309/436-7604) for assistance.

Honors Program

The Honors Program provides special educational opportunities for students who by past performance indicate

unusually high academic promise. Incoming students are invited into the Honors Program based on rank in high school class, A.C.T. scores, and extracurricular activities. Students already enrolled in the University may be admitted to the Honors Program based on recommendations from faculty members or a minimum overall grade point average of 3.3.

Objectives: The Honors Program seeks to provide highly talented students with special opportunities that will enhance their educational growth. Close personal attention is provided through specialized advisement, small honors sections, individualized programs, research, and independent study opportunities.

Lower Division Honors: The Honors Program offers honors sections in a number of courses in the University Studies program. These sections provide an educational experience more appropriate for honors students by providing more in-depth comprehensive study of the material in a setting more conducive to individual development. Honors sections are often taught seminar style and take advantage of the student's background and ability.

In recognition for work in Lower Division Honors, a student may earn the Certificate in University Honors upon completion of 9 hours of Honors work including an Honors Colloquium, if they maintain a 3.5 grade point average and have completed at least four semesters of work at Illinois State University.

Upper Division Honors: Departmental Honors are currently offered to students majoring in English, History, Political Science, Economics, Biology, Speech Communication, Special Education, Applied Computer Science, Agriculture, Chemistry, Criminal Justice Sciences, Mathematics, Physics, Mass Communications, Philosophy, Psychology, Health, Physical Education, Recreation and Dance, and Industrial Technology. Students wishing to earn Departmental Honors are required to complete a sequence of work leading to the designation of Honors in their major. Students should consult departmental offices or the Director of Honors for the specific requirements necessary to earn departmental honors in a field.

Individualized Opportunities: Students within the Honors Program may tailor their education to their individual needs in a number of ways. The Honors Individualized Curriculum allows students to develop an entire academic program suited to their special interests and capabilities. The individualized curriculum may include such opportunities as admission to advanced courses, independent study, research participation, enrollment in certain graduate courses, and possible modification of departmental course requirements where appropriate.

Opportunities exist to earn Honors credit in many regular courses through In-Course Honors. This activity allows the student to earn Honors credit in a regular course through independent study and in-depth investigation.

Further information about the Honors Program may be obtained by writing the Director of Honors, Illinois State University, Normal, IL 61761.

students not regularly admissible include personal interviews, past academic performances, recommendations by school officials, standardized tests, and writing samples. Potential for success is the major determinant for all admissions to the HPS program.

Support services include limited counseling and academic advising, with frequent referrals to other campus units offering these services, along with referrals to the Writing Center, the Reading Study Skills Center. In addition to coordinating financial aid and work-study and other activities for its students, HPS also offers special credit courses in English and Mathematics for freshman participants whose backgrounds and test performances indicate the need for such courses. Interested persons may obtain further information at the HPS office 411 West Willow Street (436-7641).

Special Services for Disadvantaged Students

The Special Services for Disadvantaged Students Program, a program supported by Illinois State University and the Department of Education, was developed to improve students' chances for academic success and retention to graduation. Participation is limited to 200 economically and educationally disadvantaged students.

A variety of support services, including academic, career, financial, and personal counseling and individual tutoring are provided for program participants. In addition, each participant participates in an academic orientation program and will work with a Student Academic Assistant who will assist students in understanding academic policies, procedures, and expectations.

Students interested in the program may request information from the Special Services Program office at 411 West Willow Street (436-7641).

International Studies

The Office of International Studies provides services for Illinois State students and faculty who study abroad, foreign students, residents of International House, and students participating in the National Student Exchange. It also assists academic departments with intercultural and comparative programs in specialized fields. Further information about the programs listed below can be obtained from the Director of International Studies. An International Studies Center, located in Stevenson Hall, has current information on student travel and study abroad. A library of books, brochures, and other reference materials is available. The Center also serves as a meeting place for students and faculty who are planning trips abroad or have recently returned.

Study Abroad: In keeping with the tradition of a liberal education, Illinois State encourages qualified students to consider studying in another country. The purpose of study abroad is to enable the student to gain a direct understanding of the intellectual and cultural achievements of another culture. In this way, study abroad may contribute toward intelligent citizenship in the world community. Academic programs for a summer session, a semester, or a year abroad are available to Illinois State students.

The University operates four study centers abroad. These centers are located in Salzburg, Austria; Angers and Grenoble, France; and Nagoya, Japan. The center in Salzburg is a joint undertaking with Northern Illinois University. The programs at these centers are designed to be a continuation and enrichment of a student's regular on-campus academic program. Students who are accepted in these programs remain full-time students at Illinois State and all courses offered at the centers abroad are author-

High Potential Students' Program

The High Potential Students' (HPS) Program has as its objectives the enrollment and retention of economically or educationally disadvantaged students who, without the financial, academic, tutorial, and counseling assistance provided by such a program, would have fewer opportunities for successful college experiences.

While the majority of the program's participants are regularly admissible to the University by current admissions criteria, a small number of special admissions may be made by the program each year. Criteria for admission of

ized within the ISU curriculum. Thus, students studying at these centers abroad carry a full academic load for a semester or a year and retain full status as regular students at the University. The usual pattern is for at least one regular faculty member from ISU to be in residence at each center, serving as both instructor and counselor. The major part of the teaching, however, is done by instructors from the host university who lecture in English.

In addition, there are opportunities to study in other countries. Through its membership in a consortium of universities for international education, individual arrangements can be made for students who wish to study in countries other than those in which ISU has centers.

Most of the courses offered abroad fall in the University Studies category. No science or math courses are offered overseas; therefore, the sophomore year offers the greatest flexibility for those who wish to study abroad. In some cases it is possible to work out a program of study abroad for the junior year, but this requires careful planning and students should check with their department chairpersons before choosing this option. Anyone interested in study abroad should consult with advisers in the Office of International Studies.

In the summer session there are special opportunities for study and service abroad. Study programs are offered in foreign languages, art, music, special education, history, political science, economics, geography, and sociology. Summer programs of study and service have, in recent years, taken students to Europe, Asia, the Near East, and Latin America.

Foreign Student Advising: The International Studies Office also provides services to all students who are citizens of other countries. The Director of the Foreign Students Program provides assistance to foreign students who must comply with U.S. Immigration and Naturalization regulations. Other services are coordinating campus and community resources and services available to foreign students and the interpretation of foreign students' backgrounds, needs, and problems to the institution's officials, faculty, and students as well as the community. The Director assists in matters relating to admissions, personal and academic problems, financial aid, hospitality, housing, and employment. All international students enrolling in the University for the first time should report to the International Studies Center in Stevenson Hall as soon as possible following their arrival on campus.

International House: International House is a coeducational residence and academic program center for American and international students attending Illinois State. The purpose of the House is to promote cultural interaction and international understanding through social and educational programs. This setting provides opportunities to develop friendships and to encourage mutual respect among students of diverse backgrounds and cultures through the experience of living and learning with their contemporaries.

National Student Exchange

In order to make possible an educational experience in cultural and geographic circumstances considerably different from those of Central Illinois, Illinois State University inaugurated the National Student Exchange. Sophomores and juniors with a 2.5 cumulative grade point average may take up to a year's study at any one of numerous public colleges and universities in other states at costs equal to what a student who is a resident of that state would pay. In some cases, scholarship aid may be used. Applications are available between October 1 and March 1.

It is hoped that the exchange of students among institutions will enrich the educational experience of those individuals traveling to distant campuses and those of the host institutions who have a chance to meet and learn from incoming students. Institutions involved in this exchange are Boise State University (Idaho), Bowling Green State University (Ohio), California State College, Bakersfield, California State University, Chico, College of the Virgin Islands, Eastern Montana College, Eastern Oregon State College, Fort Hays State University (Kansas), Georgia State University, Humboldt State University (California), Illinois State University, Indiana University-Purdue University at Fort Wayne, Jackson State University (Mississippi), Kearny State College (Nebraska), Montana State University, Moorhead State University (Minnesota), New Mexico State University, North Carolina State University, Northeastern Illinois University, Oakland University (Michigan), Oregon State University, Pittsburg State University (Kansas), Rhode Island College, Rutgers College, Rutgers University (New Jersey), Sonoma State University (California), South Dakota State University, State University College at Buffalo (New York), State University College of Arts and Science Potsdam, New York, Towson State University (Maryland), Trenton State College (New Jersey), University of Alabama, University of Delaware, University of Georgia, University of Hawaii at Hilo, University of Hawaii at Manoa, University of Idaho, University of Maine at Fort Kent, University of Massachusetts at Amherst, University of Massachusetts at Boston, University of Montana, University of Nevada, Las Vegas, University of Nevada, Reno, University of New Mexico, University of North Carolina at Charlotte, University of North Dakota, University of Northern Colorado, University of Northern Iowa, University of Oregon, University of South Carolina, University of South Florida, University of Southern Maine, University of Tennessee, Knoxville, University of Utah, University of Wisconsin-Green Bay, University of Wisconsin-River Falls, West Chester State College (Pennsylvania), William Paterson College of New Jersey, Winthrop College (South Carolina). Others are joining the program each year. For more information, contact the International Studies office in Stevenson Hall 140.

Undergraduate Teaching Assistants

Undergraduate Teaching Assistantships (UTA) are available in nearly all departments of the University to junior and senior students who have demonstrated excellence in the discipline and overall scholastic achievement. The purpose of the program is to assist the faculty in the improvement of instruction and provide a valuable learning opportunity to the assistants. The responsibilities and nature of the UTA assignments are determined by the departments and colleges. The maximum financial compensation is \$495 a semester, or \$990 for the academic year. Some departments provide the opportunity for credit to be earned by the UTA under a General Offerings course (291 Seminar: Undergraduate Teaching Assistants). Three hours is the maximum number of hours of this credit that may be allowed for graduation. UTA application forms are available in the departmental and college offices.

Speech and Hearing Clinic

Students having speech and hearing problems may receive evaluation and therapy at the Speech and Hearing Clinic, located in Fairchild Hall 211. The clinic also serves as a laboratory for students majoring in speech pathology and audiology. Hearing services include hearing tests, lip reading, auditory training, and advice concerning hearing aids.

Mathematics Assistance Center

The Mathematics Assistance Center located in 330 Stevenson Hall provides diagnostic and supportive assistance to students enrolled in courses in mathematics and related disciplines. Intensive remedial assistance is not provided. Interested students and faculty should contact the Mathematics Department (436-6681) or the Division of Student Academic Services for more information.

Reading Study Skills Center

The Reading Study Skills Service offers free, non-credit instruction in a variety of reading and study skills to ISU students. Mini-course offerings include speed reading and study skills (time management, text reading, note taking, and test taking). Individualized instruction also is available on a short term basis in a variety of skills including vocabulary and spelling improvement. Intensive remedial instruction is not available. Interested students should come to the RSSC, 210 Schroeder (436-7100), to arrange appointments for individualized assistance.

University Writing Center

The Department of English invites students and faculty to visit the Writing Center located in Stevenson 410. Students will find tutors willing to help with many kinds of writing problems. A variety of services are available to students; however, intensive remedial assistance is not provided. Faculty will find teaching materials, individualized instruction packets, and style manuals for their use both in teaching and in research. Students are invited to drop in, and faculty are asked to refer students by using the forms available in departmental offices. For further information contact: Dr. Janice Neuleib, Director of the Writing Center (438-7766), or the department of English, or the Division of Student Academic Services.

Media Services

Media Services is part of the Faculty and Instructional Development Program which supports faculty teaching and professional development needs.

Media Services supports the University's academic program by providing educational media support for instruction. The production and service units of Media Services are described below:

Media Distribution Unit: All types of audiovisual equipment and prepared materials such as films and film strips are circulated for on-campus use through this unit.

Graphic/Audio Production Unit: Assistance is provided to faculty in this area for planning, designing, scripting, story boarding, editing, and refining all types of materials for audiovisual productions. Tape recording, duplication, narration, multi-image and slide synchronization programs are also available through this unit.

Learning Resource Center: The center houses facilities for self-paced instructional packages on the operation of audiovisual equipment for faculty and student use, a graphic production area where students and faculty can produce visuals, a videocassette playback area, and an audio production area where students and faculty can make audio tapes and tape/slide presentations.

Television Unit: A closed-circuit television cable system links more than 35 classroom buildings and dormitories along with a direct connection to Tele-Cable, the community Cablevision company serving Bloomington-Normal. The Television Unit has four instructional channels along with five channels from Peoria and Champaign-Urbana. Media Services' Television Unit provides video support for courses.

All functions of Media Services except the television studio are located in the Educational Media Center.

Research Services and Grants

The University's Office of Research Services and Grants is an information and coordinating center for faculty and students who wish to secure financial support from sponsoring agencies to conduct research projects, training programs, and public service activities. Outside funded projects constitute an important part of the University's involvement in research and development activities. This office encourages and facilitates faculty efforts in research and community service programs. It provides help in locating appropriate funding sources for new academic endeavors, assists in developing and processing research proposals, and acts as a liaison between the University and funding agencies.

Services for the Handicapped

The purpose of the Office of Services for the Handicapped is to work with handicapped and disabled individuals to facilitate their successful integration into the University community as students, faculty, and staff. Handicapped or disabled refers to those individuals with sensory impairments, physical impairments, learning disabilities, emotional problems, drug abuse problems, in addition to spinal cord injury, cerebral palsy, arthritis, alcoholism, multiple sclerosis, spina bifida, cardio-vascular problems, asthma, epilepsy, sickle cell anemia, and many others.

Services provided include, but are not limited to: readers, interpreters, wheelchair pushers, tutors, brailleists, note takers, and maintenance of a list of persons interested in being employed as attendants. Handicapped students requiring an attendant are responsible for securing their own attendant. This office will meet with the handicapped student and attendant to draw up the necessary contract. Services are provided to aid mobility impaired with special needs in regard to registration of classes and the class schedule. Most services are provided through extensive use of volunteers from the University and community. Persons interested in volunteering should contact the Office of Services for the Handicapped.

It is important that handicapped students make an early contact with the Office of Services for the Handicapped to facilitate their successful integration into the University community. All information regarding a person and his/her handicap is confidential information. Students who have a handicap or disability are encouraged to contact the Coordinator of Services for the Handicapped, Office of the Vice President for Administrative Services, Hovey Hall 301, voice 309/438-8627 or TTy 309/438-8620 (Telephone for the Deaf) as early as possible.

Alumni Services and Development

Alumni Services: The Alumni Program at Illinois State University operates on the basis that when a person first enrolls at the University, a lifetime association is started with ISU. The longest portion of this association will be as an alumnus. Therefore, the University, through the Alumni Services Office, will offer services and activities to all ISU alumni for the remainder of their lives. These include campus events such as Homecoming, Spring Awards Ceremony, the National Assembly, Alumni Appreciation Night, Madrigal Dinners, Shakespeare Summer Festival, class and departmental reunions, special conferences and seminars, and other appropriate programs.

Illinois State University is taken to alumni throughout Illi-

nois, the United States, and sometimes outside the U.S., through area-meetings which feature a variety of informative and entertaining programs. Communications are kept with alumni primarily through quarterly mailings of the *Alumni News*. Additional mailings are sent announcing special events and activities.

The Alumni Services Office, located in Rambo House, is the campus headquarters for alumni. The official records for the growing numbers of alumni, which exceed 50,000, are maintained there. The ISU Alumni Association is the organization to which all alumni are identified. The Alumni Board of Directors serves as the liaison body representing all alumni with the University.

The Parents Association: The parents of current students at Illinois State University have the opportunity for active involvement in the University through the Parents Association. All parents are automatically members of the Association.

The Association's activities and programs are coordinated through the Alumni Services Office in Rambo House. A Parents Advisory Board, composed of parents representing various geographic areas, serves as the liaison body between the University and all parents. The Board helps with planning Parents Day, assists University officials with recruiting, fund raising, and other public relations programs, and conveys the suggestions and concerns of parents to the University administration.

Development Office: The Development Office is located in Rambo House and is responsible for creating and carrying out a long-range program for expanding the amount of voluntary financial and other support for the University from alumni, parents', faculty, staff, interested businesses and industries, and other friends of the University. Such voluntary support is used to provide scholarships, student loans, and research grants, equipment, and special purpose academic projects.

Because the University must use State funds primarily for additional classrooms and laboratories and for salaries, the support which the Office of Development can generate provides the margin of excellence which enables Illinois State to continue to be a creative and progressive force in higher education.

The Development Office, in actively seeking voluntary support for the University, is carrying on the tradition established by the University's founders whose solicitation of gifts of money and land made the establishment of the University possible.

ISU Foundation: The Illinois State University Foundation is a non-profit corporation chartered by the State of Illinois for the sole purpose of serving Illinois State University. It does so by inviting, receiving, holding, investing, and administering gifts, grants, and loans to support and enhance the regular programs of the University. In some instances new programs are initiated from these funds. The Foundation encourages prospective donors to give financial assistance on an undesignated basis which enables the University to achieve greater efficiency by assigning these resources where most needed. However, gifts and grants may be designated for specific purposes which serve the overall interests of the University.

Bequests, charitable remainder trusts, and other planned and deferred gifts are processed through the Foundation. All business matters and policies for the ISU Foundation are administered by an elected Board of Directors composed of alumni and other friends of the University.

All gifts made to the ISU Foundation are tax deductible as provided by law. Further information about the Foundation may be obtained through the Office of Alumni Services and Development, Rambo House, at ISU.

Professional Practice

Professional Practice (Cooperative Education and Internship) is a university-wide program that provides students with an opportunity to earn academic credit while gaining professionally supervised work experience in business, industry, government, and other agencies and organizations. COOPERATIVE EDUCATION, one form of Professional Practice, is an educational pattern which permits students either alternating or parallel periods of campus study and paid educationally related work experiences. INTERNSHIP, the other form of Professional Practice, is usually unpaid and typically occurs only once during a student's undergraduate career.

Students interested in enrolling in Professional Practice (Internship or Cooperative Education) should contact their academic unit/department coordinator or the University Professional Practice Office early in their undergraduate career so that credit-generating work experiences can be arranged well in advance of placement.

Preparation for Graduate and Professional Study

Requirements for admission to professional study vary according to the profession as well as among the schools offering study for the professions. For this reason, a student planning to enter a professional school should seek specific admission information from the professional school he or she plans to attend. Preparation for admission to a professional school consists of: (1) a broad educational experience (a function of the University Studies program); (2) courses which meet the specific admission requirements of the professional school the student plans to attend; and (3) major and minor subjects which allow for concentrated study in a field of interest and provide an alternative career direction if that becomes desirable.

Graduate Study at Illinois State

Students interested in graduate study at Illinois State University should consult the *Graduate Catalog* for admission requirements and programs available. Further information may also be obtained from department offices and the Graduate School office in Hovey Hall. Illinois State offers a comprehensive range of master's degree programs and doctoral level programs in Art, Biological Sciences, Curriculum and Instruction, Economics, Educational Administration, English, History, Mathematics, and Special Education.

Health Professions

Preprofessional programs for health related professional colleges usually imply a major in one of the departments in the College of Arts and Sciences. Majors in Biological Sciences or Chemistry are usually elected because several specific preprofessional course requirements can be applied toward a major in these fields. However, a major in any one of a number of other departments in the College is appropriate for many students who have a specific career goal in mind. Speech Pathology and Audiology, Mathematics, Psychology, Sociology, Physics, Economics, and Foreign Languages are several examples of academic areas which have application to specialties within the health professions.

Minimum admission requirements to colleges of Medicine, Dentistry, and Veterinary Medicine are discussed below. Further information about admission procedures to these and other health related professional colleges can be

obtained by contacting Dr. John Frehn in the Department of Biological Sciences.

Medicine: Admission policies of individual medical colleges are set forth in *Medical School Admissions Requirements - United States and Canada*. Orders for this book should be addressed to:

Association of American Medical Colleges
One DuPont Circle, N.W.
Washington, D.C. 20036

Price: \$7.50 postpaid

Specific course requirements of medical schools in the State of Illinois can be met by taking the following courses:

Chemistry 140, 141, 230, 231, 232, 233.
Biological Sciences 190, 295.
Physics 108, 109.

Mathematics 115, 116 are recommended.

Other specific course requirements are usually met by completion of the University Studies program. It should be understood that a careful selection of University Studies and elective courses beyond the specific admission requirements can make the applicant more competitive.

Although a few students are accepted for enrollment in medical college after completion of 90 semester hours, they are distinct exceptions. Most students should anticipate the completion of the requirements for a bachelor's degree with the following approximate timetable:

1. Completion of specific course requirements by the end of the junior year.
2. Medical College Admission Test taken in April of the junior year.
3. Medical College application process begun in August preceding senior year.

Dentistry: Admission policies of individual dental schools are set forth in *Admission Requirements of U.S. and Canadian Dental Schools*. Orders for this book should be addressed to:

American Association of Dental Schools
1675 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Price: \$7.50 postpaid

With the completion of the University Studies program, the following courses would meet the minimum specific course requirements for Illinois dental schools:

Chemistry 140, 141, 230, 231, 232, 233.
Biological Sciences 190, 295.
Physics 108, 109.

Most students enter dental school after three or four years of preprofessional studies. The minimum requirement for admission to dental schools in the State of Illinois is two years of college even though most such applicants are unsuccessful. It is therefore advised that students anticipate at least a three-year program with the following timetable:

1. Completion of specific course requirements by the end of sophomore year.
2. Dental Admission Test taken in April of the sophomore year or October of the junior year.
3. Dental college application process begun in the fall of the junior year.

Veterinary Medicine: Illinois residents find it exceedingly difficult to gain admission to colleges of veterinary medicine outside the state. Students should therefore direct their attentions largely to the admission policies of the University of Illinois College of Veterinary Medicine.

Specific course requirements: three semesters of biology including genetics, five semesters of chemistry including biochemistry, two semesters of physics, one semester of English, four semesters of humanities and social sciences, and one semester of animal science. Some two-year stu-

dents are accepted, but the majority of successful candidates have three or four years of preprofessional study. The student is therefore advised to plan his program for completion of the requirements for admission to veterinary college by the end of the sophomore year. A four-year program leading to a bachelor's degree should be anticipated in the event that early application to veterinary college is not successful.

Engineering

Illinois State University offers the courses ordinarily required for the first two years of an engineering curriculum. Students enroll as majors in Physics while at Illinois State. The strong sequential nature of engineering curricula requires that appropriate course selections be made in the first two years if a sound program is to be developed. Students should contact Dr. Robert Young in the ISU Department of Physics for help in planning an appropriate plan of study and for more information concerning the preengineering program.

Illinois State University has an affiliation with the College of Engineering at the University of Illinois whereby students may earn a bachelor's degree from Illinois State University and a bachelor's degree in engineering from the University of Illinois at Urbana in a five-year program. Students generally spend the first three years at Illinois State University and the final two to two and one-half years at the University of Illinois. Increasing numbers of engineering graduates enter leadership roles in industry and government and require a greater understanding of the impact of technology on society. The five-year program encourages a student to develop a broad understanding of the social sciences and humanities and excellence in technical studies. Students interested in this program are urged to contact Dr. Robert Young in the ISU Department of Physics early in their undergraduate careers.

Law

Most law schools do not require any particular undergraduate concentration. A committee of the Association of American Law Schools has recommended that the pre-law student keep in mind three basic objectives in planning an undergraduate program: education for articulate oral and written expression; education for greater understanding of human institutions and values; education to develop the skills of conceptual analysis. The committee emphasized the need for a broad, liberal education which develops the student's intellectual interests rather than an education directed too pointedly toward later professional training and practice. Students may consult with the University's pre-law adviser, Dr. Thomas Eimermann, for assistance in selecting appropriate majors and valuable electives.

Students planning to apply for admission to law school should plan on taking the Law School Admissions Test in either the spring of their junior year, the summer between their junior and senior years, or the fall of their senior year. Information about the exact dates and procedures for the test can also be obtained from Dr. Eimermann in the Department of Political Science.

Social Work

The profession of social work recognizes three academic levels of preparation for practice. The first level is that provided by Illinois State University's undergraduate Social Work major. Students completing this major will hold a baccalaureate degree qualifying them for the beginning level of professional practice upon graduation (see the Comprehensive Major in Social Work).

A secondary objective of the Illinois State University Social Work major is to prepare students for advanced study at the second or graduate level of preparation. Graduates of this advanced program receive a Master of Social Work (M.S.W.) degree which is considered the equivalent of a terminal degree in the profession.

For those students desiring eventually to teach, to conduct independent research, or to attain important administrative positions in the professional field, a growing number of graduate schools offer a third level of preparation which is the Doctor of Social Work (D.S.W.) or Ph.D in Social Work degree.

Students interested in graduate social work education, either immediately upon graduation from Illinois State University or after a period of professional practice, are urged to consult their social work adviser in the Department of Sociology, Anthropology and Social Work.

The Illinois State University Social Work Program is accred-

ited by the Council on Social Work Education. This accreditation can provide certain advantages to students seeking employment and graduate education in social work.

Teaching

Undergraduate students interested in preparing for teaching careers in the public schools should consult the College of Education section of the Catalog or contact the Office of Clinical Experiences and Certification Processes, 310 DeGarmo Hall, for information about admission to the teacher education programs of the University and about meeting general education, field of study, professional education, and certification requirements. Students interested in preparing for teaching careers in colleges and universities should consult academic advisers in the discipline in which they plan to teach for information concerning appropriate graduate degree preparation.

UNIVERSITY STUDIES PROGRAM

The purpose of the University Studies program is to insure a general education for all students at Illinois State that achieves each of the following goals:

- provides personal enrichment.
- offers a systematic design for further learning.
- is broad in scope rather than focused on a narrow portion of a discipline.
- reflects major values and ideas and offers the opportunity to examine such values and ideas.
- contributes to the goal of assuring that students have the breadth of knowledge and an understanding of the basic processes of disciplined inquiry that society might reasonably expect from a college graduate.

General Requirements

Each student seeking a bachelor's degree must satisfy the requirements of the University Studies program. A transfer student who has completed an associate degree based on a baccalaureate-oriented sequence who is admitted to the University from a public community college in Illinois shall be considered to have attained junior standing and to have met his or her University Studies requirements. All other students must meet the minimum requirements for each group in the program-- a total of 48 hours exclusive of courses in a student's major department. Some students may wish to complete the requirements through the Individual University Studies Program described below. The Proficiency and Placement Examinations section of this Catalog describes how a student may meet some of the University Studies requirements through the College Level Examination Program (CLEP) and other proficiency examinations.

Other Special Considerations

General Students: Students who are pursuing a baccalaureate degree but have not yet declared a major are advised that when they do identify a major, courses in their major department do not count toward the University Studies requirements.

Change of Major: Students who change majors should pay particular attention to the policy regarding the exclusion of courses for University Studies from a major department.

Double Majors: The exclusion of courses from a major department applies only to the declared or first major--not to the second or undeclared major.

Minors: Any University Studies course may be used to meet the requirements of a minor.

Contract Major: Any University Studies course may be used to meet the 48 hour requirement without regard for courses from a *major* department for students who are pursuing a Contract Major, Arts and Sciences Contract Major, or Social Sciences Major.

Teacher Certification: Group requirements in the University Studies program have been designed to meet the general education requirements for teacher certification in Illinois. See the supplementary brochure mentioned below for more information.

International Studies: Credit in University Studies may be earned through the Study Abroad program. Information is available from the Director of International Studies.

University Studies Groups

Group 1: Communication Studies (9 hours): Study related to the collection, preparation, and presentation of ideas and information directed toward achieving personal skill in written and oral communication. English 101 is required.

Communication

- 110 Fundamentals of Speech Communication
- 123 Interpersonal Communication
- 125 Argumentation
- 223 Small Group Processes

English

- 101 Language and Composition I (Required of all students)
- 145 Language and Composition II

Foreign Languages

- 111 First-Year French (Part I)
- 112 First-Year French (Part II)
- 111 First-Year German (Part I)
- 112 First-Year German (Part II)
- 111 First-Year Classical Greek (Part I)
- 112 First-Year Classical Greek (Part II)
- 111 First-Year Italian (Part I)
- 112 First-Year Italian (Part II)
- 111 First-Year Latin (Part I)
- 112 First-Year Latin (Part II)
- 111 First-Year Russian (Part I)
- 112 First-Year Russian (Part II)
- 111 First-Year Spanish (Part I)
- 112 First-Year Spanish (Part II)
- 115 Second-Year French (Part I)
- 116 Second-Year French (Part II)
- 115 Second-Year German (Part I)
- 116 Second-Year German (Part II)
- 115 Intermediate Latin
- 116 Vergil
- 115 Second-Year Russian (Part I)
- 116 Second-Year Russian (Part II)
- 115 Second-Year Spanish (Part I)
- 116 Second-Year Spanish (Part II)

Group 2: Humanistic Studies (9 hours): Study of history (the study of past events, especially those concerned with particular nations, periods, and individuals), literature (the study of native and foreign culture through the exploration of the literature of that culture), and philosophy (the study of values, ethics, and general principles which provide rational explanations) directed toward acquiring basic knowledge in the humanities. Courses must be selected from at least two departments.

English

- 104 Introduction to Literature-Poetry and Drama
- 105 Introduction to Literature-Prose Fiction
- 106 Introduction to Literature-Literary Themes and Topics
- 107 Literature and the Movies
- 110 Masterpieces of English Literature
- 122 Introduction to Shakespeare
- 130 Masterpieces of American Literature
- 150 Masterpieces of World Literature: to 1350

- 160 Women in Literature
- 165 Afro-American Literature
- 250 Literature of The Bible I
- 251 Literature of The Bible II

Foreign Languages

- 105 Classical Mythology
- 211 German Novelle
- 216 German Drama
- 221 Survey of French Literature I
- 221 Survey of Spanish Literature I
- 222 Survey of Spanish Literature II
- 222 Survey of French Literature II
- 223 Survey of French Literature III
- 242 Survey of Spanish-American Literature

History

- 121 History of Western Civilization to 1300
- 123 Early Modern Europe
- 124 Modern Europe Since 1789
- 135 History of the United States to 1865
- 136 History of the United States since 1865
- 137 The American Experience
- 220 Ancient History: Greece
- 221 Ancient History: Rome
- 228 Europe in the Nineteenth Century: 1815-1914
- 235 French History to the Revolution

Interdisciplinary Studies

- 100 Humanities I: European Civilization to 1700 (3 hrs.)
- 101 Humanities II: European Civilization to 1700 (3 hrs.)
- 103 English Heritage
- 104 British Civilization

Philosophy

- 101 Basic Issues in Philosophy
- 120 Philosophy of Religion
- 138 Moral and Social Values
- 232 Ethics
- 240 Political Philosophy
- 242 Philosophy of Law
- 254 Ancient and Medieval Philosophy
- 255 Modern Philosophy

Theatre

- 151 History of the Theatre in Western Culture

Group 3: Natural Science Studies (6 hours): Study of biological sciences (the study of life and living matter in all forms, especially with regard to the origin, growth, reproduction, and structure of life forms) and the physical sciences (the study of structure, properties, origin, and energy relations of matter apart from the phenomena of life) directed toward an understanding of and an ability to apply the scientific method to natural phenomena.

Biological Sciences

- 100 Introduction to Biological Sciences
- 121 General Botany
- 160 Introduction Microbiology
- 170 Genetics and Society
- 181 Functional Anatomy of Man
- 182 Functional Anatomy of Man
- 185 Introduction to Evolution
- 190 General Zoology
- 195 Introduction to Oceanography
- 199 Animal Behavior
- 204 Natural Science

Chemistry

- 102 Science and Modern Man
- 104 Elements of Chemistry
- 110 Fundamentals of Chemistry
- 112 Fundamental Chemistry Laboratory
- 140 General Chemistry I

- 141 General Chemistry II

Geography-Geology

- 100 Earth Science
- 110 Weather
- 175 Introduction to Geology I
- 180 Introduction to Geology II
- 195 Introduction to Oceanography

Physics

- 100 Energy and Environment
- 101 Introduction to Astronomy
- 105 Fundamentals of Physics
- 108 General Physics I
- 109 General Physics II
- 110 Physics I
- 111 Physics II

Sociology, Anthropology, and Social Work

- 182 Introduction to Physical Anthropology

Group 4: Quantitative and Logical Studies (3 hours): Study of mathematics (the study of numbers and space configurations and their operations, measurement, and the relationships in both the abstract form of pure mathematics and the practical form of applied mathematics), computer science (the study and understanding of the logical organization and transformation of information directed toward the development of the problem-solving skills necessary in a computer environment), and logic (study of principles of valid reasoning and correct inference) directed toward the understanding of basic computational skills and the ability to think logically.

Applied Computer Science

- 164 Fortran Programming
- 168 Structured Problem Solving and the Computer

Mathematics

- 103 Foundation Topics in Mathematics
- 105 Applications of Elementary Mathematics
- 106 World of Mathematics
- 115 Calculus I
- 116 Calculus II
- 120 Finite Mathematics for Business and Social Sciences
- 121 Introduction to Calculus for Business and Social Sciences
- 151 Structure of Number Systems I
- 164 Fortran Programming
- 210 Symbolic Logic

Philosophy

- 110 Thinking Logically
- 210 Symbolic Logic

Group 5: Social Science and Psychological Studies (9 hours): Study of the social sciences of anthropology, economics, human geography, political science, and sociology (the study of aspects of past and present activities, conduct, interactions, and organizations of humans) and the study of psychology (the study of mental phenomena, especially those associated with behavior and problems of adjustment to the environment) directed toward an understanding of and an ability to apply the scientific method to human activity. Courses must be selected from at least two departments.

Economics

- 100 Principles of Economics I
- 101 Principles of Economics II

Geography-Geology

- 135 World Geography
- 150 Economic Geography
- 205 Conservation and Natural Resources

Political Science

- 105 American Government and Politics

- 141 Comparative European Government
- 151 Introduction to International Relations
- 232 Politics and Public Policy
- 254 Introduction to Global Issues

Psychology

- 111 General Psychology
- 112 Child and Adolescent Development
- 131 Social Psychology
- 232 Personality

Sociology, Anthropology, and Social Work

- 106 Introduction to Sociology
- 107 Social Problems
- 131 Social Psychology
- 180 Introduction to Cultural Anthropology
- 261 The Community
- 267 Population
- 268 Sociology and Religion

Group 6: Aesthetic Studies (3 hours): Study of the fine and applied arts having to do with the creation and application of diverse modes of communication, ideas, and emotions by means of visual and nonvisual representations and symbols toward developing aesthetic understanding and appreciation.

Art

- 100 Introductory Art Workshop
- 150 Art Appreciation
- 155 Survey of Art I
- 156 Survey of Art II
- 250 The Arts and Modern Man
- 257 Survey of Art III

Health, Physical Education, Recreation, and Dance

- 123 Modern Dance I

Interdisciplinary Studies

- 100 Humanities I: European Civilization to 1700 (2 hrs.)
- 101 Humanities II: European Civilization to 1700 (2 hrs.)

Music

- 100 Introduction to Music Theory
- 151 Survey of Music Literature
- 153 Black Music I
- 250 The Arts and Modern Man

Theatre

- 150 Introduction to the Theatre
- 170 Introduction to Film Art
- 250 The Arts and Modern Man

Group 7: Contemporary Life Studies (6 hours): Study of the applied arts of agriculture (the production of food and the management of natural fiber plant and animal resources), business and management (organization, operation, administration, and control of private and public organizations), Criminal Justice Sciences (the study of the criminal justice system), education (instruction and training within and outside educational organizations), health and physical education (maintenance and restoration of physical and mental health), home economics (the study of the reciprocal relations of family to its natural and man-made resources and environments), technology (practical application of basic scientific knowledge to the design, production, and operation of systems for human control of the natural environment), and other appropriate applied studies directed toward development and understanding of the use of liberal studies in applied areas in order to deal creatively and realistically with personal, community, national, and international concerns.

Agriculture

- 150 Introduction to Plant Science
- 170 Introduction to Animal Science

Applied Computer Science

- 140 Introduction to the Computer World

Biological Sciences

- 145 Hygiene and the Biology of Man
- 189.10 Plants and Civilization
- 202 Ecology of Man

Business Education and Administrative Services

- 111 Business and its Environment
- 330 Decision-making for Consumers

Communication

- 140 Introduction to the Computer-World

Criminal Justice Sciences

- 101 Introduction to Criminal Justice Sciences

Curriculum and Instruction

- 110 Introduction to Multicultural Education

Foreign Languages

- 108 German for Business

Health, Physical Education, Recreation, and Dance

- 113 Fitness and Conditioning
- 180 First Aid

Health Sciences

- 100 Introduction to the Health Community
- 155 Man and Environment: A Health Perspective
- 194 Healthful Family Living
- 196 Drugs and Lifestyles

Home Economics

- 106 Nutrition
- 131 Courtship and Marriage
- 132 Home Management in Contemporary Life
- 330 Decision-making for Consumers

Industrial Technology

- 171 Principles of Accident Prevention
- 208 Industrial Technology Systems
- 308 Man and Technology

Interdisciplinary Studies

- 120 Women Today

Sociology, Anthropology, and Social Work

- 170 Survey of Social Work and Social Welfare

Speech Pathology and Audiology

- 112 Survey of Speech and Hearing Disorders
- 115 Introduction to Human Verbal Development
- 120 Sound and Man

Group 8: Nonwestern Cultures and Traditions (3 hours): Study of some aspect of a culture other than one's own directed not only toward a better understanding of the cultural complexity of a shrinking and increasingly interdependent world but also toward gaining a new perspective of Western culture. (Courses in this group must be concerned with the cultures and traditions of one or more of the following geographic areas: Africa and neighboring islands [not in the Mediterranean Sea]; Caribbean Islands with nonwestern cultures; Central America; China, Mongolia, Japan, Korea [East Asia], Taiwan; India, Pakistan, and neighboring countries; Mexico; Middle East; Pacific Islands [U.S. Administration]; Philippines and islands of Indonesia; Pre-contact cultures of Americas, Australia, or New Zealand; South America; Southeastern Asia [Burma, Cambodia, Laos, Thailand, Vietnam, and others])

Agriculture

- 100 Agriculture of Developing Countries

Business Education and Administrative Services

- 389.18 Business in a Multicultural Environment

Geography-Geology

- 250 Africa

History

- 125 History of Asian Civilization

126 History of the Middle East and Africa
189.06 Latin America II
189.07 Latin America I
263 Modern Mexico
271 Islamic Civilization
289.38 History of Japanese Civilization

Philosophy

207 Oriental Philosophy

Political Science

145 Introduction to Nonwestern Politics
246 African Politics
247 Politics of the Middle East
347 Latin American Politics

Sociology, Anthropology, and Social Work

184 Cultures of the World
272 North American Indians
284 The Anthropology of Native American Art

Individual University Studies Program

Students who wish to pursue the Individual University Studies (IUS) program must apply for and be admitted to the program. The application must include a statement of the reasons a student's general education objectives cannot be met under the regular University Studies program. The Plan of Study should constitute a coherent, total program of University Studies and should meet or exceed the goals of the regular program. In developing the individual plan, the student and the adviser should review all previous educational experiences of the student (not just college courses) to assure that either prior experience or the projected plan provides a distribution of coursework that

matches the minimum hour requirements in each group. Courses are not limited to those approved for the regular University Studies program; however, all courses selected must be general education courses as opposed to vocational or professional courses. Program requirements are as follows:

1. Applications will be accepted only from students who have completed fewer than 25 semester hours of undergraduate coursework. Applications should be forwarded to the Office of the Director of Honors and must carry the signature of a professional adviser in the Office of Academic Advisement or a faculty member from the student's major department indicating that he or she agrees to the Plan of Study and will serve as the student's IUS adviser until the plan has been completed.
2. The Plan of Study must include a minimum of 48 semester hours, exclusive of courses taken in the student's major department. Projected courses in the Plan of Study are subject to later modification only with advance approval of the student's adviser. (The Office of the Director of Honors should be informed in writing of all changes in the original Plan of Study.)
3. It is the student's responsibility to ensure that all prerequisites or requirements for majors are met whether or not the courses are included in the IUS Plan of Study.
4. Students in teacher education programs need to plan their IUS program to meet state certification requirements. Please confer with personnel in the Office of Clinical Experiences and Certification Processes regarding current requirements for teacher education students.
5. Questions about the program should be directed to the Director of Honors.

UNIVERSITY-WIDE PROGRAMS AND COURSES

Fields of Study and Degrees Available

The University offers a wide range of academic programs from bachelor's degrees through master's and doctoral degrees. Programs and degrees are available in the following fields of study:

- Accounting: B.S., M.S.
- Agribusiness: B.S.
- Agriculture: B.S. and cooperative master's program with University of Illinois.
- Anthropology: B.A., B.S.
- Applied Computer Science: B.S.
- Art: B.A., B.S., B.F.A., M.A., M.S., M.F.A., Ed.D.
- Arts and Sciences: (See Contract Major)
- Biological Sciences: B.A., B.S., M.S., Ph.D.
- Business Administration: B.S., M.B.A.
- Business Education: B.A., B.S., B.S. in Ed., M.A., M.S.
- Chemistry: B.A., B.S., M.S.
- Consumer Education (Business Education undergraduate minor).
- Contract Major (and minor): B.A., B.S.
- Criminal Justice Sciences: B.A., B.S., M.A., M.S.
- Counselor Education: M.A., M.S., M.S. in Ed.
- Curriculum and Instruction: Ed.D.
- Dance: B.A., B.S., B.S. in Ed.
- Early Childhood Education: B.A., B.S., B.S. in Ed.
- Economics: B.A., B.S., M.A., M.S., D.A.
- Educational Administration: M.A., M.S., M.S. in Ed., C.A.S., Ed.D., Ph.D.
- Elementary Education: B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
- English: B.A., B.S., M.A., M.S., D.A.
- Environmental Health: B.S.
- Ethnic and Cultural Studies (undergraduate minor).
- Finance: B.S.
- Foreign Language: M.A. and undergraduate majors in French, German, Russian Studies, and Spanish.
- French: B.A., B.S.
- Geography: B.A., B.S., M.A., M.S.
- Geology: B.A., B.S.
- German: B.A.
- Health and Physical Education: M.A., M.S.
- Health Education: B.A., B.S., B.S. in Ed.
- History: B.A., B.S., M.A., M.S., D.A.
- Home Economics: B.A., B.S., B.S. in Ed., M.A., M.S.
- Home Economics Education: B.A., B.S., B.S. in Ed.
- Home Economics Education: B.A., B.S., B.S. in Ed.
- Industrial Education: B.S., B.S. in Ed.
- Industrial Technology: B.S., M.A., M.S.
- Instructional Media: M.S., M.S. in Ed., and undergraduate minor.
- Journalism (undergraduate minor).
- Junior High/Middle School Education: B.A., B.S., B.S. in Ed.
- Latin American Studies (undergraduate minor).
- Legal Studies (undergraduate minor).
- Library Science: B.A., B.S.
- Management: B.S.
- Marketing: B.S.
- Mass Communication: B.A., B.S.
- Mathematics: B.A., B.S., M.A., M.S., D.A.
- Medical Record Administration: B.S.
- Medical Technology: B.S.
- Music: B.A., B.M., B.M. Ed., B.S., M.A., M.M., M.M. Ed., M.S.
- Office Administration: B.S.
- Philosophy: B.A., B.S.
- Physical Education: B.A., B.S., B.S. in Ed.
- Physics: B.S.
- Political Science: B.A., B.S., M.A., M.S.
- Psychology: B.A., B.S., M.A., M.S.
- Public Relations (undergraduate minor).
- Reading: M.S. in Ed. and undergraduate minor.
- Recreation and Park Administration: B.S.
- Russian Studies: B.A.
- Safety: B.S.
- School Psychology: M.A., M.S., M.S. in Ed.
- Secondary Education: M.S. in Ed.
- Social Sciences: B.A., B.S.
- Social Work: B.A., B.S.
- Sociology: B.A., B.S., M.A., M.S.
- Spanish: B.A., B.S.
- Special Education: B.A., B.S., B.S. in Ed., M.A., M.S., and M.S. in Ed., Ed.D.
- Speech Communication: B.A., B.S., M.A., M.S.
- Speech Pathology-Audiology: B.A., B.S., M.A., M.S.
- Supervision: M.A., M.S., M.S. in Ed.
- Teaching English to Speakers of Other Languages (undergraduate minor).
- Theatre: B.A., B.S., B.F.A., M.A., M.S., M.F.A.
- Western European Studies: M.A.
- Writing (Undergraduate minor).

Program and Course Explanations

Major and Minor Program Descriptions

Each undergraduate program available at Illinois State University is listed below including majors, comprehensive majors, and minors. A **major** is designed so that a student ordinarily would combine it with a minor. A **comprehensive major** is designed to be more inclusive, and the student would not ordinarily combine it with a minor. Two general items of information are provided for each program: (1) the degrees which are offered for students who major in the program, and (2) the department or office in the University a student should contact for further information about the academic major or minor. Subdivisions of majors are of two types: (1) a **sequence** is a subdivision of a major in which there are specific curriculum requirements, and (2) a **concentration** is a subdivision of a major which is provided for advisement purposes only (there are not specific curriculum requirements in a concentration). Where two or more sequences are identified under a major, the student selects one of these sequences. A **minor** is a combination of courses, not to exceed 24 hours, that provides a cohesive introduction to an area of study. Teacher education programs are identified always as EDUCATION

e.g. MAJOR IN HISTORY EDUCATION. All references to hours are to semester hours.

Course Information

The University operates on the semester plan. The credit value of all courses is stated in terms of semester hours. Ordinarily, a semester hour is assigned for a 50-minute class meeting per week for the semester; therefore, a course valued at three semester hours generally meets three periods weekly. In laboratory courses, at least two 50-minute periods per week are ordinarily required for each semester hour of credit.

A seminar consists of advanced students meeting regularly under the guidance of a professor in which each student conducts original research and exchanges information, problems, and results through informal lectures, reports, and discussions.

Course Levels: Each course bears a distinguishing number for identification and indication of its academic level. The numbering system is as follows:

Course Levels

- 100-199 Lower division undergraduate courses, primarily for freshmen and sophomores.
- 200-299 Upper division undergraduate courses, primarily for juniors and seniors. A student normally should have completed at least 45 semester hours before enrolling in a course at this level.
- 300-399 Advanced undergraduate courses. Open to juniors, seniors, and graduate students. A student normally should have completed at least 75 semester hours before enrolling in a course at this level.
- 400-499 Graduate courses. None are listed herein; see the Graduate Catalog. Courses at this level are for graduate students. In exceptional instances, a senior may receive permission to enroll for undergraduate credit in a course at this level. Such permission is granted only upon the recommendation of the student's adviser with agreement of the chairperson of the department offering the course.
- 500-599 Courses limited to advanced graduate or doctoral students.

Course Descriptions

The following information is given for each course: course number (3 or 5 digits preceding the title); course title; credit value in semester hours; and F for Fall and S for Spring to indicate the semester for which a course is planned as an offering during the 1982-83 academic year. **The University, however, may cancel or add scheduled course offerings after publication of this Catalog depending upon the adequacy of enrollment and availability of faculty.** Following the above information, any prerequisites, restrictions on enrollment, and any special considerations are noted in italics. **A course prerequisite is knowledge or experience a student is required or recommended to have prior to enrolling in a course.** Example:

102 MUSIC THEORY AND HISTORY 6 S
MUS 101 or cons Theory Coord req. Formerly MUSIC THEORY AND LITERATURE.

Continuation of analysis techniques and skills building; concentration on the music history and literature of the 17th and 18th centuries.

The course number, 102, indicates that the course is primarily for freshmen and sophomores. The digit 6, follow-

ing the title, indicates the credit value in semester hours. S indicates that the course is to be offered during the Spring semester. The italicized lines under the course title indicate the required background for enrolling in the course. In the example given, a student must have passed Music 101 or have consent of the coordinator of Music Theory courses prior to enrollment in 102. The title of the course in previous catalogs is indicated by the *Formerly* statement. A brief description of the course is provided in the paragraph following the prerequisites.

If the course were approved for University Studies, the letters US followed by the group number would be included in the course title, for example, US-1, or US-8. Additional information about the course is available in the respective department office.

Common Abbreviations

Departmental Abbreviations

The following abbreviations for departmental offerings are used both in the program requirement descriptions and in the course descriptions throughout the Catalog. They are also identical with those used in the *Class Schedule*.

ACC	Accounting
AGR	Agriculture
ACS	Applied Computer Science
ART	Art
BSC	Biological Sciences
BEA	Business Education and Administrative Services
CHE	Chemistry
COM	Communication
CJS	Criminal Justice Sciences
C&I	Curriculum and Instruction
ECO	Economics
EAF	Educational Administration and Foundations
ENG	English
FAL	Finance and Law
FOR	Foreign Languages
GEO	Geography-Geology
HPR	Health, Physical Education, Recreation, and Dance
HSC	Health Sciences
HIS	History
HEC	Home Economics
IDS	Interdisciplinary Studies
IT	Industrial Technology
MAM	Management and Marketing
MAT	Mathematics
MUS	Music
PHI	Philosophy
PHY	Physics
POS	Political Science
PSY	Psychology
SAS	Sociology, Anthropology, and Social Work
SED	Specialized Educational Development
PAS	Speech Pathology-Audiology
THE	Theatre

Course Information Abbreviations

May be repeated indicates that a course may be taken for credit more than once if different content is planned; however, there may be a maximum amount of credit specified for the course.

Variable credit courses. If a course leads to differing number of hours, a student should plan with the adviser the number of hours to be sought.

Conc reg req (or rec) means that concurrent registration in two courses is required (or recommended).

Incl Clin Exp. indicates that certain clinical experiences in teacher education are required in the course.

Cons inst means consent of the instructor.

Cons dept chrpn means consent of the chairperson of the department offering the course.

Not for credit maj min means that the credit from this course may not be applied to the major or minor program requirements.

Not for credit if had (course) means that credit from this course is not applicable to graduation requirements if credit has been earned previously in the course identified.

Materials charge optional indicates that certain supplementary materials must be provided for the course.

Faculty Information

Faculty whose names appear in the department faculty lists were teaching at the University in the fall of 1981. Because of sabbatical leaves, temporary assignments, research projects, and other reasons, **not all of these faculty will be teaching in the period covered by this catalog.**

CONTRACT MAJOR AND MINOR

Program Coordinator: Office of the Provost, 404 Hovey Hall.

Contract Major and Minor Programs

Degrees Offered: B.A., B.S. Further Information: Office of the Provost. The Arts and Sciences Contract Major and Comprehensive Major requirements are described under the College of Arts and Sciences degree programs.

The individualized contract major and minor allow for liberal arts programs which cannot be accommodated by existing, regular majors and minors. Admission requirements are:

1. Admission to the major or minor may be requested after the completion of 15 semester hours of coursework and before the completion of 90 semester hours. Students who have completed more than 90 semester hours may not apply for a Contract Major or Minor.
2. An overall grade point average of 2.5 at the time of application is required.
3. At least one-half of the coursework distributed among two or more departments in the proposed program must commence after the proposal has been approved.
4. No more than one-sixth of the coursework in either the major or minor requirements may be transferred from another accredited institution of higher education.
5. All applicants must be in good standing in a declared regular major. The Contract Major may be used only as a second or auxiliary major. Exceptions to this policy may be granted with the approval of the Program Coordinator and the Contract Major Committee.
6. A proposed plan of study must be approved by a faculty adviser and the Contract Major Committee. Application forms are available in the Office of the Provost. It is the applicant's responsibility to select an appropriate faculty adviser.
7. All minor changes in the approved plan of study must be authorized in advance by the Program Coordinator. Requests for changes in more than one-sixth of the approved program constitute a new proposal and must be resubmitted to the Contract Major Committee subject to all of the restrictions of an initial application.
8. Applications will be accepted only from the beginning of a semester to the end of the mid-semester break of each regular semester of the academic year.

CONTRACT MAJOR

— 36 hours required.

— Approved plan of study with courses from at least two academic departments.

CONTRACT MINOR

— 18 hours required.

— Approved plan of study with courses from at least two academic departments.

ETHNIC AND CULTURAL STUDIES

Ethnic and Cultural Studies Programs

No major offered. Further Information: Coordinator of Ethnic and Cultural Studies.

MINOR IN ETHNIC AND CULTURAL STUDIES

— 24 hours required from any courses that apply to the minor. Student elects one of the six areas of emphasis listed below.

Afro-American Arts: Required courses: ART 242; THE 154; MUS 153; at least one course in Afro-American History; at least one course in Afro-American literature; at least two courses from Black Art and Black Music.

Afro-American Studies: Required courses (15 hours): HIS 257, 258; ENG 165; POS 223; and one course in the history of Afro-American art or music. Social Work majors are required also to complete the following courses: IDS 105, SAS 282, and SAS 289 (Social Work and Afro-Americans). In addition, Social Work majors in this minor will take the field practicum courses for the major (SAS 368 and 378) in an appropriate cultural setting.

Elective courses (9 hours) to be selected from the following: ART 277, 278 or 242; COM 175; MUS 153 or 154; SAS 264, 282, 368; POS 246; HIS 246, 256; GEO 250; HPR 163, 164.

Bilingual Studies: Students interested in Bilingual Education at the Elementary School level should major in Elementary Education and meet the bilingual/bicultural education certification requirements specified in the Elementary Education program description. Students interested in Bilingual Studies must meet the requirements specified here. Required courses: FOR (Spanish) 189 (Chicano Studies), 309, 320; ENG 243, 344; SED 306. Also an additional 3 hours from among: FOR (Spanish) 218, 242, 304, 331, 332, 335; ENG 365; SAS 131, 264; PSY 131; GEO 230; HIS 261, 262, 371; POS 222; ART 242, 373. Also, an additional 3 or 4 hours from among the courses listed above or from: ENG 241, 341; PSY 389 (Psycholinguistics). The 24 hours of courses in this program may not count toward both the student's major and the minor, although they may be counted toward meeting specific requirements. All students in this program should enrich their backgrounds by having as much contact as possible with the group they are planning to teach—e.g., by being active in community activities in areas where that group resides and by visiting that area or country where the language is spoken.

Chicano-Afro-Hispanic Studies: Required courses: HIS 254; FOR 189 (Chicano Studies)*; and SAS 264. Social Work majors are required also to take FOR (Spanish) 115 (or equivalent as determined by an appropriate faculty mem-

ber); and SAS 282. In addition, Social Work majors in this minor will take the field practicum courses for the major (SAS 368 and 378) in an appropriate cultural setting. The remaining hours must be selected from the following courses with the prior advice of the Coordinator of Chicano-Afro-Hispanic Studies: ART 242, 373; HIS 261, 262, 263; FOR (Spanish) 115, 218, 304, 331, 332, 335. Note: Reading courses with an Afro-Hispanic emphasis may be substituted on request for the required course marked with an asterisk: HIS 289 and FOR 189.

General Ethnic and Cultural Studies: Required courses: ART 277 or 278; MUS 153 or 154; SAS 264; at least one course in HIS and one course in ENG from the list of courses which apply to the minor below. Students may elect the General Ethnic and Cultural Studies area of emphasis to pursue a program not available in one of the other programs listed. Courses included in such a program must be approved by the Coordinator of Ethnic and Cultural Studies.

Women's Studies: Required courses: Minimum of 18 hours or total of 24 hours from the following courses: COR 339; IDS 120, 300, 390, 391, 398; ENG 160, 360; HSC 191; HIS 250; IT 163; PHI 246; POS 390; PSY 123, 305; SAS 123, 264, 341, 342, 366. A minimum of 18 hours is required in the above courses or appropriate 189, 289, and 389 courses. If the student elects fewer than 24 hours from this list of courses, the remainder must be selected from the list of courses below that apply to the Ethnic and Cultural Studies minor. Courses included in the minor must be approved by the Coordinator of Women's Studies, Dr. Patricia Chesebro, Department of Psychology.

MINOR IN ETHNIC AND CULTURAL STUDIES EDUCATION

Program requirements are the same as those listed above for the Minor in Ethnic and Cultural Studies.

Courses that apply to Ethnic and Cultural Studies Minor: ART 242, 277, 278; C&I 232, 311, 312, 332 (students who plan to teach in an urban setting are advised to take these C&I courses); ENG 365; FOR 189 (Chicano Studies) and FOR (Spanish) 115, 116, 189 (Spanish for Bilinguals), 304; GEO 336; HPR 163, 164, 167; HIS 250, 254, 257, 258, 261, 262, 263, 322, 371; MUS 139.05 and 139.10, 153, 154, 239.05 and 239.10; POS 222, 223, 246, 281, 391; PSY 131, 305; SAS 131, 261, 264, 272, 282, 342, 384; COM 175; THE 154, 189 (African-American Theatre Problems).

UNIVERSITY-WIDE COURSES

With the exception of Professional Practice (198, 298, 398) and Student Teaching (399), these courses may be offered by any department of the University. Specific departmental offerings will be listed by topic or area in the *Class Schedule* available each semester. Student Teaching (399) for all available areas is listed separately in the *Directory of Classes*; Professional Practice (198, 298, 398) for all available areas is listed by department in the *Class Schedule*.

189, 289, 389 SELECTED STUDIES 1-6

Experimental and interdepartmental courses providing content not offered within the framework of courses approved for inclusion in the Undergraduate Catalog. Descriptions of the courses offered each semester are provided in the back pages of the *Class Schedule* booklets.

193, 293, 393 WORKSHOP 1-6

Max of six hrs may be applied toward graduation.

Workshop opportunities are provided for the purpose of permitting students to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff.

198, 298, 398 PROFESSIONAL PRACTICE 1-16

Cons. dept chrpn. Max of sixteen hrs may be applied toward graduation. For undergraduate credit only.

Supervised work experiences in local, state, national, and international businesses, agencies, institutions, and organizations which are planned, administered, and supervised at the departmental level. University-wide coordination is provided through the Office of Professional Practice or through the Office of Clinical Experiences if the experience is in an educational agency or institution.

287 INDEPENDENT STUDY 1-6

Max of six hrs may be applied toward graduation. Cons dept chrpn., permission of supervisor.

Intensive work in a special area of the student's interest. Each individual project is to culminate in a comprehensive written report or examination. Open only to students who are not on academic probation and who have demonstrated an ability to profit from independent study.

291 SEMINAR: UNDERGRADUATE TEACHING ASSISTANTS 1-3

Official designation as an Undergraduate Teaching Assistant (UTA). Departmental permission.

Supervised examination of issues related to the Undergraduate Teaching Experience. Seminar requires time beyond the UTA work experience. Three hours maximum credit may be applied toward graduation.

299 INDEPENDENT HONOR STUDY 1-6

Open only to students who have achieved superior academic records and who have demonstrated an ability to profit from independent study. Max of six hrs may be applied toward graduation. Cons inst, dept chrpn, and dir of Honors.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report or examination.

397 INSTITUTE 1-9

Federal and state-sponsored institutes or similar short-term programs requiring treatment of subject matter of a special nature or for special groups.

399 STUDENT TEACHING 1-10

F.S
(C&I 253 for Elementary Education majors or C&I 263 for Early Childhood Education majors.)

High School teaching (6-12): PSY 215 or C&I 210 and C&I 200: 4 hours (General Methods and Teaching), Departmental Special Methods, and a minimum of 100 clock hours of approved pre-student teaching clinical experiences.

Special Areas (K-12): PSY 215 or C&I 210 and C&I 200: 4 hours (General Methods and Teaching), Departmental Special Methods, and a minimum of 100 clock hours of approved pre-student teaching clinical experiences in K-12 sites.

Junior High/Middle School (K-9): C&I 390, minimum of 100 hours of approved pre-student teaching clinical experiences, completion of Field of Study requirements prerequisite for student teaching in areas of concentration.

Elementary Education (K-9): C&I 252, minimum of 100 clock hours of approved pre-student teaching clinical experiences.

Special Education (K-12): Completion of Characteristics and Methods courses appropriate to each sequence: Learning and Behaviorally Disordered, PSY 347 and SED 322; Hearing Impaired, SED 353, 354, 355, 359; Mentally Retarded-Educable, SED 343, 346; Mentally Retarded-Trainable, SED 343, 345; Physically Handicapped, BSC 385, SED 349 and 245 or SED 349 and 431; Visually Handicapped, SED 350 and BSC 382; SED 351, 352, 356. All sequences require the completion of a minimum of 100 clock hours of approved pre-student teaching clinical experiences.

Approval of the dept chrpn and the Dir of the Office of Clinical Experiences and Certification Processes.

Fifteen semester hours of coursework or equivalent at Illinois State University.

Other requirements as listed in the University-Wide Teacher Education Program Requirements section of this catalog.

Directing the learning of pupils; participating in school and community activities; assuming full responsibility for a group of learners under the supervision of an expert teacher. Assignments are made on the basis of the student's area of specialization. High school student teaching assignments include work in special methods in the subjects taught. The student's transcript indicates the area in which student teaching was completed.

INTERDISCIPLINARY STUDIES

100 HUMANITIES I:

EUROPEAN CIVILIZATION

TO 1700 5 US-2(3hrs), US-6(2hrs) F

An interdisciplinary course examining the relationships of European history, literature, art, and music from ancient times to the 18th century.

101 HUMANITIES II:

EUROPEAN CIVILIZATION

SINCE 1700 5 US-2(3hrs), US-6(2hrs) S

An interdisciplinary course examining the relationships of European history, literature, art, and music from the 19th century to the present.

102 HONORS COLLOQUIUM 3 S

Interdisciplinary, for students in Honors Program. Weekly sessions presented by specialists on related topics explore a semester theme.

103 ENGLISH HERITAGE 4 US-2 F

An interdisciplinary survey of English civilization from the later Middle Ages to the middle of the eighteenth century.

104 BRITISH CIVILIZATION 4 US-2 S

An interdisciplinary survey of British civilization from the middle of the eighteenth century to the present.

105 BLACKS AND WHITES: A STUDY OF INTERRACIAL

DYNAMICS 3 F.S

Cons inst.

Racially balanced experiential and theoretical course for students wishing to increase awareness and understanding and to improve black/white communication.

106 CAREER CHOICE 1

Rec freshman only.

Introduction to theory of career decision making. Laboratory in the application of skills and strategies to individual career choices.

120 WOMEN TODAY 3 US-7

F.S

Introduction to the concerns and problems of women in today's society. Historical roots and viable alternatives to the present culture will be discussed.

187 IUS INDEPENDENT STUDY 1-3

Only for students pursuing the Independent University Studies option who wish to undertake independent study projects on an interdepartmental and off-campus basis.

202 ADVANCED HONORS COLLOQUIUM 3 S

Jr standing or cons Dir Honors req. May be repeated once if topic is different.

Weekly sessions presented by a specialist dealing with a semester's topic for advanced students in the Honor's program.

222 NATIONAL STUDENT EXCHANGE 1-16

F.S

National Student Exchange Program study up to year at another university; eligible if sophomore, junior, G.P.A. 2.5.

285 HONORS UNDERGRADUATE RESEARCH I 1-3

F.S

Cons Dir Honors req. May not be repeated.

For Honors students who wish to participate in an undergraduate research program.

286 HONORS UNDERGRADUATE RESEARCH II 1-3

F.S

IDS 285 req. May not be repeated.

For Honors students who wish to continue their participation in an undergraduate research program.

287 IUS INDEPENDENT STUDY 1-3

F.S

Only for students pursuing the Independent University Studies option who wish to undertake independent study projects on an interdepartmental or off-campus basis.

300 WOMEN AND RELIGION: CATHOLIC, PROTESTANT AND JEW 2-3

S

Undergraduate credit only.

An analysis of the status of Catholic, Protestant, and Jewish women. Emphasis on women in religion today, but includes historical perspectives through selected religious writing. A research paper or project is completed for 3 hours credit.

390 INTERDISCIPLINARY RESEARCH IN WOMEN'S STUDIES 1-6

F.S

Proposal signed by two faculty advisers from different disciplines and approved by Coord. of Women's Studies req prior to enrollment.

391 WOMEN'S STUDY SEMINAR 1-3 Summer

May be repeated. Max 6 hrs.

Detailed study of current selected topics.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN WOMEN'S STUDIES 1-12

F.S.Summer

6 hrs of Women's Studies crses and cons Women's Studies coord req. May be repeated. Max 16 hrs.

Supervised work experience in local, state, national, or international business, agencies, institutions, or organizations focusing on women's issues.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

Dean: Jack E. Razor, 145 Turner Hall.

The Departments of Agriculture; Applied Computer Science; Criminal Justice Sciences; Health, Physical Education, Recreation and Dance; Health Sciences; Home Economics; Industrial Technology; and the Military Science Program (an extension of the University of Illinois AROTC program) constitute the College of Applied Science and Technology. Undergraduate and graduate programs of the College are designed to prepare students for positions as professional educators in all types of educational institutions as well as for vocational, technical and professional careers in business, industry, and government.

AGRICULTURE (AGR)

150 Turner

Chairperson: George W. Forsey.

Faculty: Professors: Bristol, Culver, Forsey, Fuess, Henry, Moore, Woods. Associate Professor: Balbach, Chrudimsky, Whitacre. Assistant Professors: Burke, Sigler, Townsend, Walker. Winter. Adjunct Faculty: Butz, Turner.

Agribusiness Program

Degree Offered: B.S.

COMPREHENSIVE AGRIBUSINESS MAJOR

- 55 hours required, including 36 hours in Agriculture and 19 hours in the College of Business and/or Department of Economics.
- Required courses: AGR 110, 130, 150, 170; ECO 100, 101; MAT 120.

The student must complete a minimum of 12 semester hours in agricultural economics courses selected from AGR 213, 214, 215, 216, 310, 314, 316, 318, and a minimum of 19 hours in the College of Business and/or Department of Economics, which includes ECO 100 and 101. AGR 190, 295, and 396 do not count toward this major. Non-business majors who desire to elect more than 25% (30 credits) of their course work in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with the written permission of the College of Business adviser.

Horticulture Sequence: 55 hours required, including 36 hours in Agriculture and 19 hours in the College of Business and/or Department of Economics. Required courses: AGR 110, 130, 150, 157; ECO 100, 101; ACC 131; FAL 210; MAT 120; 5 hours of Chemistry (CHE 110 and 112 or 140); 15 hours in horticulture science courses including AGR 252 with remainder selected from among AGR 160, 253, 254, 255, 352, 353, 355, 356 and 389 (Horticulture Therapy); 7 hours of AGR electives. AGR 190, 295, and 396 do not count toward this sequence. Recommended MAM electives are MAM 230, 233, and 235.

Agriculture Programs

Degree Offered: B.S.

COMPREHENSIVE AGRICULTURE MAJOR

Production Agriculture Sequence: 55 hours in Agriculture required. Required courses: AGR 110, 130, 150, 157, 170; BSC 121 or 190; CHE 110 and 112, or CHE 140. Required hours in agriculture courses: 11 in agronomy, 8 in agricultural economics, 13 in animal science, 6 in agricultural mechanics, 17 in agriculture electives. AGR 190, 192, 295 and 396 do not count toward this sequence.

Agricultural Science Sequence: 55 hours required, including 36 hours in Agriculture and 19 hours in biological sciences, chemistry, physics, or mathematics. Required courses: AGR 110, 130, 150, 170. The student must complete at least 20 hours in either animal science or agronomy. A minimum of 19 hours in biological sciences, chemistry, physics, or mathematics, which include BSC 121 or 190 and 10 hours of chemistry. AGR 190, 192, 295 and 396 do not count toward this sequence.

Agriculture Education Sequence 55 hours in Agriculture required. Required courses: AGR 110, 130, 150, 170, 190, 252, 295, 396; BSC 121 or 190; CHE 110 and 112, or CHE 140. In addition, required hours are: 28 agriculture electives; C&I 200.01 and 200.02 or 216; C&I 200.03 or 215; C&I 200.04 and AGR 399. Program leads to certification (Secondary 6-12).

MAJOR IN AGRICULTURE

- 36 hours in Agriculture required.
- Required courses: AGR 110, 130, 150, 170; BSC 121 or 190; CHE 110 and 112, or CHE 140.
- In addition, at least one course in each of three of the specialized areas of agricultural economics, agricultural mechanics, agronomy, and animal science.

MINOR IN AGRICULTURE

- 24 hours in Agriculture required.
- Required courses: AGR 110, 130, 150, 170.

Agriculture Courses

In meeting program requirements in Agriculture, the student should note that the courses are considered in areas, as follows:

- General courses: 100, 101, 102, 103, 107, 172, 302, 303, 398.
- Agricultural Economics: 110, 213, 214, 215, 216, 310, 314, 316, 318.
- Agricultural Education: 190, 192, 295, 396.
- Agricultural Mechanics: 130, 231, 232, 234, 235, 240, 340, 345.
- Agronomy: 150, 157, 250, 251, 252, 258, 259, 272, 352, 355, 357, 360.

Animal Science: 170, 171, 272, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 288, 290, 372, 373, 374, 375.
 Horticulture Science: 110, 130, 150, 157, 160 252, 253, 254, 255, 352, 353, 355, 356, 389 (Horticulture Therapy)

100 AGRICULTURE OF DEVELOPING COUNTRIES 2 US-8 F.S

Creative approaches to understanding the role of agriculture in developing countries. Analysis of agricultural problems, policies and processes.

101 MAN AND FOOD 3 F.S

Fundamental knowledge concerning the role of food in the life of man and its significance for the past, present and future.

102 LANDSCAPING AND MAN 3 F.S

Not for credit maj.

Basic knowledge and appreciation of landscaping and its importance to man in the past, present, and future.

103 HOME VEGETABLE PRODUCTION 2 F.S

A survey of the principles and practices of vegetable production. Crop selection, soil fertility, weed and disease control, and management of individual crops are discussed.

107 AGRICULTURE PRACTICUM 1-3 F.S

Maj only, approved application. Course is offered on a credit/no credit basis only.

A course designed to give each student experience in basic agriculture operations. Min 45 hrs experience/hr credit.

110 INTRODUCTORY AGRICULTURAL ECONOMICS 3 F.S

Fundamental principles of economics, applied to agriculture, agriculture finance, prices, taxation, marketing and land use.

130 INTRODUCTION TO AGRICULTURAL MECHANICS 3 F.S

Lecture and laboratory.

Place of mechanics in agriculture. Examples, problems, discussions and laboratory exercises in present and future mechanics applications.

150 INTRODUCTION TO PLANT SCIENCE 4 US-7 F.S

Fundamentals of plant science; importance, classification, distribution and production practices of the major crops of the world.

157 SOIL SCIENCE 4 F.S

CHE 110 and 112 or equiv req. Lecture and laboratory.

Origin and formation, physical and chemical properties, moisture relationships, liming and fertilizing soils. Chemical and physical tests of soils.

160 GREENHOUSE MANAGEMENT 3 F

Lectures and greenhouse practices. Materials charge optional.

Home and commercial greenhouse construction, operation and maintenance. Growing media, temperature and light factors. Irrigation, fertilization, growth regulations and pest control programs.

170 INTRODUCTION TO ANIMAL SCIENCE 4 US-7 F.S

Lecture and laboratory.

Breeding, selection, genetics, nutrition, physiology and production of farm animals. Fundamentals of animal science.

171 LIVESTOCK FEEDING PRINCIPLES 3 F.S

AGR 170 req.

Classes of feeds, nutrients, their functions in the animal body, choice of feedstuffs and balancing of rations.

172 COMPANION ANIMAL MANAGEMENT 2 F

Anatomy-physiology, nutrition, health and disease, behavior, selection, breeds, kennel management, and obedience training of companion animals. Major emphasis on dogs and cats.

190 INTRODUCTION TO AGRICULTURAL EDUCATION 2 F.S

Introduction to agricultural teaching profession; overview of the total agricultural program; philosophical base of education process; teaching special need students.

192 PRE-STUDENT TEACHING IN AGRICULTURE 1 F.S

Agricultural Education maj. May be taken as an elective.

Provides undergraduate student with secondary school and community experiences by orientation to a total agriculture program prior to student teaching.

213 FARM MANAGEMENT 3 F.S

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

214 AGRICULTURE MARKETING 3 F.S

Markets, price-making forces, reasons for existing practices, marketing services, and cooperative marketing.

215 AGROBUSINESS OPERATIONS 2 F.S

Procedures and methods of profitable operations used by agricultural business: lectures and discussions pertaining to the world of work by successful agribusiness leaders.

216 FARM ACCOUNTING 3 F.S

Standard farm business accounting methods and procedures, financial measures of success, inventories, depreciation, net worth, income tax, budgeting and cash flow, and business analysis.

231 AGRICULTURAL CONSTRUCTION AND MAINTENANCE 3 F.S

AGR 130 req. Lecture and laboratory.

Selection, use and maintenance of hand and power tools and equipment for construction and maintenance in agriculture, shop organization; shop safety.

232 AGRICULTURAL POWER UNITS AND MACHINERY 3 F.S

Lecture and laboratory.

Principles of single and multiple cylinder engine operation. Selection, adjustment, operation and maintenance of field machinery.

234 SOIL AND WATER CONSERVATION 3 F.S

Lecture and laboratory. Field trips.

Drainage, soil erosion control, water conservation on farms; planning, materials, construction, repair, and adaptation of structures to farm needs.

235 FARM UTILITIES 3 F.S

Lecture and laboratory.

Application of electricity for light, heat, and power; principles of operation, selection, installation of electrical equipment. Water supply, sewage systems.

240 AGRICULTURAL POWER SYSTEMS	3	F.S	
<i>AGR 232 req. Lecture and laboratory. Field trip.</i>			
Selecting, analyzing, maintaining spark-ignition and diesel tractors. Principles of hydraulics, power transmission, and electrical regulation systems.			
250 GRAIN AND SOYBEAN PRODUCTION	3	F.S	
<i>AGR 150 req. Lecture and laboratory.</i>			
Principles of planting, cultivating and harvesting grain and soybeans; control of diseases, insects, pests and weeds.			
251 FORAGE CROP PRODUCTION	3	S	
<i>AGR 150 req. Lecture and laboratory.</i>			
Characteristics, utilization and production of principal forage plants. Recent literature in forage management reviewed.			
252 ORNAMENTAL HORTICULTURE	3	F	
Cultural practices and principles in the selection and care of ornamental plants for landscape and garden use. Introduction to landscape design and maintenance.			
253 FLORAL DESIGN	3	F	
<i>Lectures and practice in floral designing. Materials charge optional.</i>			
Principles and practice in the design of floral arrangements. Introduction to the operation of retail florist businesses.			
254 PLANTS FOR INTERIOR DESIGN	3	S	
<i>Lecture and laboratory.</i>			
Study of tropical and subtropical ornamental plants grown as interior design elements. Preparation of designs which utilize these plants.			
255 WOODY PLANTS: IDENTIFICATION AND LANDSCAPE VALUE	3	F	
<i>Intensive field study supplemented by lectures.</i>			
Identification and landscape value of ornamental trees, shrubs, vines, and ground cover.			
258 SOIL MICROBIOLOGY	4	S	
<i>AGR 157. Lecture and Laboratory. Offered alternate years.</i>			
Soil microorganisms and their effect on physical, chemical and biological properties of soils.			
259 SOIL DEVELOPMENT AND CLASSIFICATION	3	F	
<i>AGR 157 req. Offered even numbered years. Lecture and laboratory. Field trips.</i>			
Development, characteristics, and identification of soils as they apply to soil mapping, land use, and soil classification.			
272 AGRICULTURAL GENETICS	3	F	
<i>BSC 121 or 190, AGR 170 or 150. Lecture and laboratory.</i>			
Heredity, variation and development of domesticated plants and animals. Mendelian genetics, mutations, linkage, quantitative inheritance and population genetics.			
274 DAIRY SCIENCE	4	F	
<i>AGR 170 req. 171 rec. Lecture and laboratory. Field trips.</i>			
The dairy industry, breeds, selection, judging, care and management of dairy cattle, quality milk production, milk products and milk testing.			
275 FEEDLOT MANAGEMENT	3	S	
<i>AGR 170, 171 req.</i>			
The feeding, health and financial management of feed lot cattle, including pollution control and facility design.			
276 PORK PRODUCTION	3	F.S	
<i>AGR 170, 171 req. Lecture and laboratory.</i>			
Breeds, care and management of breeding herd; care and feeding of pigs, selecting swine for breeding and marketing.			
277 SHEEP PRODUCTION	3	S	
<i>AGR 170 and 171 req. Lecture and laboratory.</i>			
Breeding, feeding and management practices essential for economical production of the farm sheep flock.			
278 BEEF PRODUCTION	3	S	
<i>AGR 170, and 171 req. Lecture and laboratory. Field trips.</i>			
Beef cattle industry, economics, care, management and production skills involved in cow-calf and finishing cattle operations.			
279 POULTRY PRODUCTION	3		
<i>AGR 170 req. Lecture and laboratory.</i>			
Breeding, feeding and management practices essential for the poultry business.			
280 LIVESTOCK SELECTION	3	S	
<i>Laboratory. Field trips.</i>			
Fundamentals of livestock and dairy selection; relation to production, marketing and showing.			
281 DAIRY CATTLE SELECTION	2	F	
<i>AGR 280 req. Laboratory.</i>			
Specialized training in evaluating dairy cattle. Comparative terminology, decision making and presentation of oral reasons. Field trips to dairy farms.			
282 LIVESTOCK HEALTH AND DISEASES	3	F	
<i>BSC 190; AGR 170 req.</i>			
Animal physiology, anatomy, sanitation and diseases. Prevention and control of diseases of domesticated species of livestock.			
283 ARTIFICIAL INSEMINATION OF FARM ANIMALS	3	F.S	
<i>Lecture and laboratory.</i>			
Principles of artificial insemination and factors affecting conception in natural and artificial breeding.			
284 LIVESTOCK PRODUCTION SKILLS	3	F	
<i>AGR 170 req. Lecture and laboratory. Cons instr req. Field trips.</i>			
A study and mastery of skills required in livestock production and different methods and tools used to perform these skills.			
285 MEAT SCIENCE	3		
<i>Lecture and laboratory.</i>			
Comprehensive treatment of the meat industry and presentation of basic facts about one of our most important food products.			
286 BEHAVIOR OF DOMESTIC ANIMALS	3	S	
Behavioral patterns and systems, group formations, socialization, physical environment, genetic and physiological factors as they relate to domestic animals.			
288 ADVANCED LIVESTOCK SELECTION	3	F	
<i>AGR 280 req. Laboratory. Field trips.</i>			
Judging various species of livestock in relation to their functions in show ring and market and presentation of oral reasons.			

290 HORSE SCIENCE 3	S	355 PLANT BREEDING 3	S
AGR 170 req or documented evidence of 3 years experience with horses.		AGR 272 req.	
Anatomy, physiology, nutrition and genetics applied specifically to horses.		Breeding procedures and techniques used in developing new varieties of field crops.	
295 SUMMER EXPERIENCE IN AGRICULTURAL EDUCATION 3	Summer	356 PLANT PROPAGATION 3	
Experience in the profession of agricultural education in high school. Includes program planning and working with special needs students.		AGR 150, or BSC 121 req. Lecture and laboratory.	
302 SPECIAL PROBLEMS IN AGRICULTURE 1-3	F,S	Basic principles and commercial practices involved in sexual and asexual propagation of agricultural plants.	
Comprehensive maj, maj, or min in AGR or AGR Bus. GPA 2.5. May be repeated. Max 6 hrs.			
Special work in research interests of student and staff. Projects must be approved by the staff member and the chairperson of the department.		357 SOIL FERTILITY AND FERTILIZERS 4	F
303 SEMINAR IN AGRICULTURE 1	F,S	AGR 157 req. Lecture and laboratory. Field trips.	
Senior or graduate standing.		Fundamental concepts of soil fertility and fertilizer manufacturing. Plant nutrition, factors affecting plant growth, soil-plant relationships, and macro- and micro-nutrients.	
310 RURAL APPRAISALS 3	F,S	360 CROP CONDITIONING AND STORAGE 3	F
AGR 216, or 318, or ACC 131 rec and an academic background in agriculture. Field trips.		AGR 250 and 5 hrs. CHE, req.	
Principles, procedures, and terminology for evaluating rural property; preparation of appraisal reports as currently prepared by qualified and experienced rural appraisers.		A comprehensive study of the chemical, physical and physiological aspects of crop conditioning and storage with emphasis on soybeans and grain crops.	
314 GRAIN MARKETING 2	F,S	372 LIVESTOCK BREEDING 3	S
AGR 214 req.		AGR 272 or BSC 319 req.	
Economics and marketing problems in grain industry. Special emphasis on futures marketing.		Reproduction and principles of heredity and their application to livestock breeding; population genetics, inbreeding, relationship, outbreeding and selection.	
316 LIVESTOCK MARKETING 2	S	373 REPRODUCTIVE PHYSIOLOGY AND MILK SECRETION 3	S
AGR 214 req.		AGR 170 req.	
Economic principles applied to marketing of livestock and livestock products. Consideration given to producers, processors, and distributors.		Reproduction in livestock, anatomy of the reproductive and hormonal systems, physiological and hormonal aspects of lactation.	
318 AGRICULTURAL FINANCE 3	F,S	374 DAIRY CATTLE FEEDING AND MANAGEMENT 3	S
AGR 216 or ACC 131 req.		AGR 274 req. Field trips.	
The principles of agricultural finance including the capital requirements, the sources of credit, and the optimum uses of capital.		Feeding and management of dairy cattle as they relate to an economic dairy farm operation.	
340 EQUIPMENT FOR PRODUCING AND HANDLING AGRICULTURAL PRODUCTS 3	F	375 ANIMAL NUTRITION 3	F
AGR 130 req. Lecture and laboratory. Field trips.		AGR 170, 171 req. Field trips.	
Selection, design, operation, adjustment and maintenance of machinery and equipment used in producing, storing, and processing agricultural products.		Science of animal nutrition; special attention to recent discoveries pertaining to the protein, mineral and vitamin requirements of livestock.	
345 AGRICULTURAL ACCIDENT PREVENTION 3	F	380 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS 3	F,S
Also offered as IT 373. Materials charge optional.		Also offered as BEA 380, HEC 380, and IT 305. Incl Clin Exp. Formerly ORGANIZATION AND ADMINISTRATION OF VOCATIONAL OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS.	
Major problems of accident causation and prevention applicable to agriculture and the need for farm safety education.		Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.	
352 TURF MANAGEMENT 3	S	382 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS 3	S
AGR 150 or BSC 121 req.		Also offered as BEA 382, HEC 382, and IT 306. Incl Clin Exp. Formerly COORDINATION TECHNIQUES OF COOPERATIVE OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS.	
Principles and practices used in management of turfgrasses, residential and recreational turf.		Coordination techniques needed for high school and post-secondary teacher coordination in integrating classroom activities with daily employment.	
353 LANDSCAPE DESIGN AND CONSTRUCTION 3	S	396 METHODS AND PROCEDURES IN AGRICULTURAL EDUCATION 5	F,S
AGR 252 and 255 req. Lectures and practice in landscape design.		Procedures in planning, conducting, and evaluating an	
Problem approach to landscape design and construction. Site surveys and analyses. Plant selection and preparation of functional designs.			

agricultural education program; philosophical inquiry in education; teaching special needs students.

**398 PROFESSIONAL PRACTICE: INTERNSHIP
IN AGRICULTURE 1-3 F.S**

Comp major in AGR or AGR Bus. GPA 2.5. 8 hrs of course work in intern area, approved application. May be repeated. Max 6 hrs.

Supervised on-the-job experience with an agriculture firm. Forty-five hours work following an approved training program/1 hour credit.

APPLIED COMPUTER SCIENCE (ACS)

133B Stevenson Hall

Chairperson: Michael J. Powers.

Faculty: Associate Professors: Beccue, Brewer, Powers, Sanders. Assistant Professors: Brumbaugh, Chalmers, Cook, Crissey, Kephart, Liu, Owles, Scanlan. Instructors: Barton, Blondin, Croteau, Otto, Moulic, White. Lecturers: Geigner, Stone.

Applied Computer Science Programs

Degree Offered: B.S.

The purpose of the Applied Computer Science (ACS) program is to provide training in the application of computer and systems techniques to real world problems. The ACS major is designed to prepare professionals in the areas of data processing, and computer and information systems. The ACS minor is intended for the user, for the person who will serve a liaison role or provide limited computer and systems support for a user group.

All ACS majors must satisfy the following requirements in addition to the hours specified in their major program. Where appropriate, courses used to satisfy these requirements may also be used to satisfy University Studies requirements.

— Application area: A minor is required; double majors are encouraged. The area may be selected depending on the student's interest. Suggested choices are listed with each major sequence.

Those students who choose a minor in the College of Business should be aware of the following policy: Non-Business majors who desire to elect more than 25 percent (30 credits) of their course work in business must meet all College of Business requirements for graduation. These students should register for business courses beyond 30 credits in person only and with the written permission of the College of Business adviser. The course requirements are listed in the College of Business section of the catalog.

— Communications: COM 110 and 223.

— Quantitative: MAT 115 or 121, or MAT/PHI 210 and a statistics course.

The *other requirements* section of each major or minor sequence requires the prior approval of an ACS adviser. The electives depend on the particular ACS sequence and the minor area. ACS majors are urged to consult each semester with an ACS adviser. Normally three, but a maximum of six hours of *entry level programming* credit (courses with no programming prerequisite) may be applied toward the ACS major.

Professional Practice: Each ACS major sequence includes a *practical experience requirement* that may be satisfied by a directed project, an internship, or a CO-OP assignment. Three (six for the Comprehensive Major) hours of ACS 391/398 are normally counted toward the ACS major for this experience; however, *the hours in 391/398 alone do not satisfy the practical experience requirement*. The ACS Professional Practice Committee must certify **in advance** that the particular experience will satisfy the requirement. Application must be made at the ACS office six weeks prior to the start of the term in which the experience is to occur. Each directed project, internship, or CO-OP assignment requires the prior approval of the ACS coordinator of professional practice. A maximum of sixteen hours of professional practice credit (ACS 298, 391, 398) may be applied toward graduation.

Academic Policies: The following policies apply to ACS majors:

Grades: Only courses in which the student has received a grade of C or higher may be counted toward the 36 or 52 hours required for the ACS major. A grade of C or better is required in all prerequisite courses.

Retention: A student must meet the following GPA requirements to be retained as a major in ACS. Cumulative GPA:

0 - 44 hours	2.0
45 - 59 hours	2.2
60 or more hours	2.5

Major GPA: When six hours of coursework have been completed in the ACS department (excluding *non-major* courses, the student must have at least a 2.5 GPA in all such courses and must maintain or exceed this standard in all additional ACS coursework. (Only ISU courses are considered.)

Graduation: In order to graduate with an ACS major, a student must have a 2.5 cumulative GPA as well as a 2.5 GPA in the major.

Admission Policies: A student may enter the ACS major as a new freshman, a transfer student, or as a change of major at ISU. Restrictions exist in each of these categories. These restrictions are subject to change annually depending on available space in the major. The restrictions in effect for fall 1982 are as follows: (Contact the department office or the Admissions Office for further information.)

New freshmen: Students in the upper half of their high school class with a composite ACT score of 21 or higher and students in the lower half with a composite ACT score of 26 or higher are admissible. Students in the upper half with a composite ACT score of 18-20 will be pooled until February 1 and admitted if space is available.

Transfer students (over 30 hours): Students who have a cumulative GPA of 2.75 and students who have cumulative GPA of 2.50 combined with a composite ACT score of 21 or higher and a high school ranking in the upper-half are admissible.

Change of major (within ISU): Students in their first semester at ISU must meet the appropriate requirements for new freshmen or transfers. Others must have a 2.5 cumulative GPA at ISU and meet one of the following conditions:

— A in ACS 168 (if ACS 169 is not completed) or
— A or B in both ACS 168, 169 (if only ACS 168/169 are completed) or

— 2.75 GPA in all ACS courses, excluding non-majors courses.

Honors in Applied Computer Science: The department offers honors work in applied computer science to highly

qualified juniors and seniors. Candidates must have a 3.3 overall GPA and a 3.5 GPA in ACS. Honors requirements involve honors course work and the preparation of a substantial research paper or the completion of a significant application project prepared under the guidance of a faculty adviser. For further information contact the ACS director of honors.

COMPREHENSIVE MAJOR IN APPLIED COMPUTER SCIENCE

- The comprehensive major stresses both applications programming and systems design. It is appropriate for the student interested in software engineering. Acceptance into this program requires junior standing and the written recommendation of two ACS faculty members. A 3.0 GPA in the major is required for graduation.
- 52 hours required.
- Programming core (16 hours). Either the sequence ACS 168, 169, 272 or the sequence ACC 266, 366, ACS 274; and ACS 283, 372; or equivalent.
- Systems and design core (6 hours): ACS 363, 364.
- Organization structure (3 hours): MAM 220 or COM 329 or BEA 111.
- Practical Experience (6 hours): ACS 391 or 398.
- Other requirements (21 hours): ACS 278, 383; at least two of ACS 255, 288, 355, 368, 376, 378; nine additional hours approved by an ACS adviser.
- Suggested application areas (minor or second major) include accounting, business administration, economics, and mathematics.

MAJOR IN APPLIED COMPUTER SCIENCE

Commercial Applications Programming Sequence: Designed for the student who will seek a position as an applications programmer or programmer/analyst. 36 hours required. Programming core (13 hours): Either the sequence ACS 168, 169, 272 or the sequence ACC 266, 366, ACS 274; and ACS 372; or equivalent. Systems and design core (6 hours): ACS 363, 364. Organization structure (3 hours): MAM 220 or COM 329 or BEA 111. Practical experience (3 hours): ACS 391 or 398. Other requirements (11 hours): At least one of ACS 278, 283 and at least one of ACS 255, 376, 378; five additional hours approved by an ACS adviser. Suggested application areas (minor or second major) include accounting, business administration, economics, and mathematics.

Scientific Applications Programming Sequence: Designed for the student who will seek a position as an applications programmer or programmer analyst in a scientific, engineering, or mathematics oriented organization. 36 hours required. Programming core (12 hours): ACS 164, 168, 169, 372; or equivalent. Systems and design core (3 hours): ACS 363. Organization structure (3 hours): MAM 220 or COM 329 or BEA 111. Practical Experience (3 hours): ACS 391 or 398. Other requirements (15 hours): At least two of ACS 283, 288, 355, 364, 383, 376, 389 (Scientific Programming); nine additional hours approved by an ACS adviser. Suggested application areas (minor or second major) include biology, chemistry, economics, mathematics, physics, and industrial technology.

Systems Design Sequence: Allows a strong emphasis in information systems development and design. 36 hours required. Programming core (9 hours): Either the sequence ACS 168, 169, or the sequence ACC 266, 366; and ACS 372; or equivalent. Systems and design core (9 hours): ACS 363, 364, 368. Organization structure (3 hours): MAM 220 or INF 329 or BEA 111. Practical experience (3 hours): ACS 391 or 398. Other requirements (12 hours): At least two of ACS 255, 278, 345, 376, 378; six additional hours approved by an ACS adviser. Suggested application areas (minor or second

major) include accounting, medical records administration, business administration, economics, library science, and mathematics.

Other Programs: The ACS major is designed to serve the needs of all students who wish to apply computer and systems techniques to the solution of real world problems. As new areas are affected by the computer, students may have needs that are not met adequately by the existing sequences. Until new sequences are identified, interested students may apply to the University's Contract Major program. Inquire at the ACS office.

MINOR IN APPLIED COMPUTER SCIENCE

Application Programming Sequence: 24 hours required. Programming core (9 hours): Either the sequence ACS 168, 169, 372 or the sequence ACC 166, 266, 366; or equivalent. Systems and design core (6 hours): ACS 364 and one of ACS 363, ACC 261, 362, COM 345, HSC 300. Organization structure (3 hours): MAM 220 or COM 329 or BEA 111. Electives (6 hours): Chosen from a list established by ACS and the major department.

Systems Design Sequence: 24 hours required. Programming core (6 hours): Either the sequence ACS 168, 169 or the sequence ACC 160, 266; or equivalent. Systems and design core (9 hours): ACS 363, 364 and one of ACS 368, ACC 362, 367, ACC/MAM 368, COM 345, HSC 300. Organization structure (3 hours): MAM 220 or COM 329 or BEA 111. Electives (6 hours): Chosen from a list established by ACS and the major department.

Special Application Sequence: 24 hours required. For students interested in applying the computer in an area or in a way not covered adequately by one of the other sequences. A program of study must be approved in advance by an adviser from ACS and the student's major adviser. The approved minor program must include a two-semester sequence in a programming language and an appropriate systems or research methods course.

Applied Computer Science Courses

140 INTRODUCTION TO THE COMPUTER WORLD 3 US-7 F.S
Also offered as COM 140. Formerly INF 140. Not for credit ACS maj min.

A nontechnical course designed to develop effective computer users and to acquaint the students with the impact of computers on the person and society. No previous computer experience or mathematics requirements necessary.

164 INTRODUCTION TO FORTRAN PROGRAMMING 3 US-4 F.S
C or better in MAT 107 or HS equiv req. Formerly MAT 168.50. Also offered as MAT 164.

An introduction to programming using the FORTRAN language including built-in functions, subprograms, and sequential and direct access file processing.

168 STRUCTURED PROBLEM SOLVING AND THE COMPUTER 3 US-4 F.S
C or better in MAT 107 or HS equiv req. Recommended as the first course in the ACS maj. Formerly MAT 168. Emphasis on structured problem solving and the development of algorithms for information processing. The PL/I language is used.

169 INFORMATION PROCESSING USING PL/I 3 F.S
An A or B in ACS 168 or cons dept chrn. Formerly MAT 169.

Programming techniques using major components of PL/I including data representation, block structure, flow of control, storage classes, consecutive file organization, subroutines, and user defined functions.

255 MICROCOMPUTER APPLICATION AND DESIGN I 3

F.S

ACS 169 or A in ACS 289 (Introduction to Microcomputers) req.

Introduction to hardware/software microcomputer architecture. Microcomputer and peripheral configurations for various applications. High-level language programming and file manipulation.

265 JOB CONTROL LANGUAGE 1

A two semester sequence in a programming language. Not for credit if had ACS 372 or MAT 384. Formerly MAT 265.

JCL for IBM 360/370 operating system. Course utilizes video tape lectures and discussion sessions.

272 COBOL AS A SECOND LANGUAGE 4 F.S

ACS 169 req. ACS 283 rec. Not for credit if had ACC 366. Formerly MAT 272.

Study of the COBOL language for students with substantial programming experience in another language. Emphasizes structured problem solving and programming.

274 PL/I AS A SECOND LANGUAGE 4 F.S

A two semester sequence in a programming language or an A in ACS 164 and 283 req.

Intensive study of the PL/I language for students with previous programming experience. Emphasizes structured problem solving and programming.

278 DATA STRUCTURES 3

F.S

ACS 169 or ACS 274 req. Formerly MAT 284.

Data representation and organization, structuring of data, lists, stacks, trees, queues, sorting, merging, and file organization maintenance.

281 COMPUTER SYSTEMS OPERATION 2 F.S

ACS 168. Also offered as IT 281.

Basic principles for operating IBM 360 VS computer system and peripheral equipment. Hands-on experience provided.

283 ASSEMBLER LANGUAGE PROGRAMMING 3

F.S

ACS 169 or equiv, or A or B in ACS 164 req. Formerly MAT 283.

Assembler language programming, macro language, and debugging compiler level programs via dumps.

288 ADVANCED ASSEMBLER LANGUAGE PROGRAMMING 3

S

ACS 283. Formerly MAT 288.

Programming techniques using major components of BAL including sequential access methods, subroutine linkage, interrupt processing, dynamic storage allocation.

298 PROFESSIONAL PRACTICE:

CO-OP IN APPLIED COMPUTER SCIENCE 1-4

F.S

ACS 169 and prior approval by Prof Practice Committee. Maj only. Not for credit maj min. May be repeated. Max 16 hrs combined credit in ACS 298, 391, 398.

345 APPLIED COMPUTER MODELING 3 F

MAT 116 or 121, ACS 164 or 168 or ACC 266 req. ACS 169 rec.

Computer-based modeling methodologies applied to complex social and natural systems. Simulation languages, system dynamics, case studies, and modeling projects.

355 MICROCOMPUTER APPLICATION AND DESIGN II 3

S

ACS 255 req. ACS 283 rec.

Microcomputer applications with an emphasis on basic microcomputer architecture, interfacing peripherals, machine language programming, and system software design.

363 INTRODUCTION TO SYSTEMS DEVELOPMENT 3

F.S

A two semester sequence in a programming language and jr standing req. COM 223 rec. Formerly MAT 363.

Development of computerized information systems emphasizing structured systems analysis and the project leader's role in the organization and control of the development process.

364 SOFTWARE DESIGN 3

F.S

ACS 363 req. Formerly MAT 364.

Structured design methodologies and implementation strategies in information system software development. Emphasizes psychological aspect of development, accurate reflection of the problem, correctness, reliability, maintainability.

368 TOPICS IN SYSTEMS DESIGN 3

S

ACS 363, 364. Formerly MAT 368.

Advanced topics in systems analysis, design, and development.

372 EXTERNAL DATA STRUCTURES 3

F.S

ACS 272 or A or B in ACS 169 req. Formerly MAT 384.

External file design, processing direct and indexed files, IBM utilities and sort/merge, basic concepts of IBM/370 operating systems, and extensive study of JCL.

376 INTRODUCTION TO ONLINE SYSTEMS 3

F.S

ACS 363 and 372 or conc reg req.

Design, development, and implementation of online system applications with studies in teleprocessing concepts, hardware, man-machine interaction, networking, and distributed processing.

378 DATABASE PROCESSING 3

S

ACS 278, 372 req.

Database software design philosophies: hierarchical, network, relational. Study of major commercial packages. Implications for systems development and management of the information resource.

383 PRINCIPLES OF OPERATING SYSTEMS 3

F

ACS 169, 283 req.

Functional criteria for operating system design. Job management, task management, data management, resource allocation and dump and trace facilities.

390 INDEPENDENT STUDY 1-3

F.S

391 DIRECTED PROJECT IN APPLIED COMPUTER SCIENCE 1-6

F.S

Grade of C or better in ACS 364, either ACS 372 or 355, and prior approval of the ACS Prof Practice Committee req. May be repeated. Max 16 hrs combined credit in ACS 298, 391, 398. By application only.

Team design and/or implementation of a modest sized computer based system in a live environment under faculty supervision.

398 PROFESSIONAL PRACTICE:

INTERNSHIP/CO-OP IN APPLIED COMPUTER SCIENCE 1-6

F.S

ACS 363 and either ACS 272 or 288. Prior approval of ACS Prof Practice Committee. May be repeated. Max 16 hrs combined credit in ACS 298, 391, 398. By application only.

CRIMINAL JUSTICE SCIENCES (CJS)

401 Schroeder Hall

Chairperson: Robert G. Culbertson.

Faculty: Professor: Culbertson. Associate Professors: Cox. Assistant Professors: Ellsworth, McAninch, Paddock, Shook. Instructor: Fortune. Lecturers: Green, Tezak.

Criminal Justice Sciences Programs

Degrees Offered: B.A., B.S.

The purpose of the Criminal Justice Sciences program is to provide the student with a system orientation to the field of criminal justice. Study in criminal justice involves the application of principles of criminal justice and the related behavioral and social sciences to problems and issues in the field of criminal justice. The program, therefore, focuses on the building of knowledge in the area of law enforcement, courts and corrections from a social science perspective. Students develop a knowledge base for an in-depth understanding of human behavior and the kinds of problems and circumstances that often result in criminality. Finally, the program provides students with the necessary skills in the area of interviewing, program development, community organization, planning and research to function in a professional position in the field of criminal justice.

COMPREHENSIVE CRIMINAL JUSTICE SCIENCES

- 55 hours required.
- Required courses: CJS 101, 200, 201, 207, 300, 304, 395, 398.01 (6 hours)*, 398.02 (6 hours)*.
- 22 hours of electives selected with the approval of an academic adviser. A minimum of 12 hours must be selected from Department of Criminal Justice Sciences course offerings. Elective courses recommended in other departments: POS 215, 231, 330, 331; PSY 131, 232, 302, 350; SAS 221, 263, 264, 365, 367; SED 362; FAL 210; MAM 220, 221. Students who major in Criminal Justice Sciences must complete the following courses or equivalents: ENG 145; SAS 106; PSY 111.

*It is the responsibility of students wishing enrollment in CJS 398.01 and 398.02 to arrange personal interviews with the Criminal Justice Internship Coordinator early in the semester immediately preceding desired enrollment for purposes of determining eligibility and discussing placement alternatives. To be eligible, the student shall have completed a minimum of 90 semester hours including all prerequisites, shall have a minimum cumulative GPA of 2.2, shall have a minimum GPA of 2.2 in Criminal Justice Sciences courses, and shall have been off academic probation for the previous full semester.

CJS 395, 398.01 and 398.02 may be waived for students who have completed one or more years of employment in a criminal justice agency provided that employment occurred within the preceding five years. If a waiver is granted the student will be required to complete the equivalent number of hours of course work with the approval of the departmental academic adviser.

MINOR IN CRIMINAL JUSTICE SCIENCES

- 21 hours required.
- Required courses: CJS 101, 200, 201, 207, 304.

— 6 hours of electives selected with the approval of an academic adviser from the Department of Criminal Justice Sciences course offerings.

Honors in Criminal Justice Sciences: The department offers honors study in Criminal Justice Sciences to highly qualified students who will pursue an individualized program of study. The honors program enables the superior student to focus on topics of the student's own choosing in close consultation with a department faculty member. Students interested in participating in the honors program should inquire about admission in the office of the Department of Criminal Justice Sciences.

Criminal Justice Sciences Courses

101 INTRODUCTION TO CRIMINAL JUSTICE SCIENCES 3 US-7 F.S
Materials charge optional. Formerly INTRODUCTION TO CORRECTIONS.

An analysis of the criminal justice system focusing on the police, courts, and corrections.

200 CONTEMPORARY CORRECTIONS 3 F.S
CJS 101 rec.

Familiarizes students with correctional alternatives as they currently exist. Controversies and emerging trends in corrections will be considered.

201 CRIME AND BEHAVIOR 3 F.S
CJS 101, SAS 106, PSY 111 rec. Materials charge optional. Formerly PSYCHOLOGICAL PRINCIPLES APPLIED TO CORRECTIONAL REHABILITATION.

Theoretical and conceptual explanations of criminal behavior.

205 CORRECTIONAL INSTITUTIONS 3 F.S
CJS 101, 200, or cons inst req. Materials charge optional.

An intensive analysis of correctional institutions and jails focusing on management issues, institutional programs, inmate subcultures and prisonization.

206 FUNDAMENTALS OF CRIMINAL INVESTIGATION 3 F.S
CJS 101 or cons inst rec.

An intensive analysis of the criminal investigation process including information gathering and analysis, preservation of evidence, legal issues, and investigative strategies.

207 CONTEMPORARY POLICING IN AMERICA 3 F.S
CJS 101 or cons inst rec.

Survey of law enforcement, its history, police practices, functions, and related issues and concepts of contemporary police.

209 POLICE COMMUNITY RELATIONS 3 F.S
CJS 101 and 207, or cons inst req.

Identify and examine police/community problems focusing on minority relations and police strategies.

212 COMMUNITY-BASED CORRECTIONS 3 F.S
CJS 101, 200, ENG 145, or cons inst req. Not for credit if had both COR 202 and COR 203. If had COR 202 but not COR 203, can be substituted for COR 203 for students under catalogs prior to 1982-83. If under catalog prior to 1982-83 and have had neither COR 202 and COR 203, may substitute CJS 212 and 3 hours of

CJS electives, selected with departmental adviser approval.

Theoretical basis, current methodology, and operations: Court counselors, citizen action, half-way houses, work-release, drug abuse treatment, detention, reception and diagnostic centers, and probation and parole.

300 EVALUATIVE RESEARCH OF PROGRAMS IN CRIMINAL JUSTICE 3 F.S

CJS 101 or cons inst req.

Course enables student to analyze research in criminal justice and systematically evaluate the process and outcome of programs in the field.

301 JUVENILE JUSTICE 3 F.S

CJS 101 or cons inst rec.

The processing and treatment of juvenile offenders. Examines the organization, operation and goals of the individuals, agencies and institutions that work with youthful offenders.

303 POLICE ATTITUDES AND BEHAVIOR 3 F.S

CJS 101 or cons inst req.

Analysis of police attitudes and behavior focusing on occupational roles and police social systems.

304 CRIMINAL LAW 3 F.S

CJS 101 or cons inst rec. Formerly COR 204.

Survey of criminal law, including development of substantive criminal law. Examination of judicial opinions related to the criminal justice process.

305 RULES OF EVIDENCE FOR THE ADMINISTRATION OF JUSTICE 3 F.S

CJS 101 or cons inst req; POS 326 rec.

Examination of types of evidence, standards of proof, and legal requirements relating to the admissibility of evidence in court.

306 CORRECTIONAL CASE LAW 3 F.S

CJS 101, 304, or cons inst rec. Formerly COR 302.

An intensive examination and analysis of case law in the field of corrections focusing on rights of probationers, incarcerated offenders and parolees using historical and contemporary perspectives.

322 CORRECTIONAL COUNSELING 3 F.S

CJS 201, 212 or cons inst rec. Materials charge optional.

Development of interpersonal communication, and decision-making skills for direct intervention with correctional clients.

339 WOMEN IN CRIMINAL JUSTICE 3 S

CJS 101, 200, or cons inst rec.

Examines historical and theoretical perspectives and contemporary trends concerning women and crime, and processing of women by the criminal justice system.

340 ORGANIZED AND WHITE COLLAR CRIME 3 S

CJS 101 or cons inst rec.

Analysis of organized and white collar crime problem in America. Topics include prevalence, impact, laws and investigative techniques.

360 ISSUES IN CRIMINAL JUSTICE 1-4 F.S

May be repeated once if content different.

A critical and analytical study of a contemporary issue or controversy in the field of criminal justice.

390 INDEPENDENT STUDY 1-6 F.S

Overall GPA 3.0; GPA 3.0 in maj. Cons inst and dept chrpn req.

Allows senior undergraduate students to pursue areas of special interest independently and/or to work on special projects. In order to register, students must submit a proposal outlining the project which they wish to pursue.

395 CRIMINAL JUSTICE ADMINISTRATION 3-4 F.S

CJS 101, 200, 201, 207, 300, 304, cons inst, and conc reg in 398.01 req. For undergraduate CJS maj only.

Aspects of organizational behavior in criminal justice agencies will be considered to enable the student to better understand on-the-job experiences.

398.01 PROFESSIONAL PRACTICE:

CRIMINAL JUSTICE INTERNSHIP I 6 F.S

Conc reg in CJS 395 and cons inst req. See CJS maj requirements for enrollment limitations. Materials charge optional. Formerly COR 397: CRIMINAL JUSTICE INTERNSHIP I.

Field placement in a criminal justice related agency. Interns work with designated agency personnel and receive an overview of agency functions.

398.02 PROFESSIONAL PRACTICE:

CRIMINAL JUSTICE INTERNSHIP II 6 F.S

CJS 398.01 and cons inst req. See CJS maj min requirements for enrollment limitations. Materials charge optional. Formerly COR 398: CRIMINAL JUSTICE INTERNSHIP II.

Intensive experience in a single criminal justice agency setting.

HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE (HPR)

201 Horton

Chairperson: Russell D. Gorman.

Faculty: Professors: Bass, Collie, Crafts, Dohrmann, Gorman, Greenlee, Imel, Jones, Keough, Koehler, Liverman, Mabry, McAdam, Metcalf, Razor, J. Scott, P. Scott, Truex, Weisbecker, Wilson, Workman. Associate Professors: Chiodo, Eichstaedt, Girardi, Hellweg, Higgins, Kauth, Quisenberry, Tcheng, Vanderbeck, Wang. Assistant Professors: Abshire, Belknap, Chapman, Crews, Engberg, Goodwin, Harris, Henderson, Kassing, Meyers, Morton, Pankonin, Polacek, Rickards, Sorrells, Stephens, Stoddard, Weith, Wennerstrom. Instructors: Baldea, Brackett, Rallis. Lecturer: Veazey.

Honors in Health, Physical Education, Recreation and Dance: The Department of Health, Physical Education, Recreation and Dance offers to the highly qualified major or minor student an individualized program. Students, who are interested, apply for admission to the program, offering general academic qualifications. The final designation *Honors in Health, Physical Education, Recreation and Dance* is earned by completing the program and fulfilling specific criteria. Additional information may be obtained from the chairperson of the Department of Health, Physical Education, Recreation and Dance.

Readmission Policy: Students who have been dropped from the department because of repeated academic probation may be readmitted after they have repeated D's and

F's in courses required by their major, and when their cumulative GPA reaches 2.0 if they are in a non-teaching option or 2.2 if they are in a teaching option in dance or physical education. Students majoring in one of the sequences leading to teacher certification in dance or physical education must also meet the standards for teacher education programs described by programmatic policies for selective admission and retention.

Dance Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

Dance Education students should consult the University-Wide Teacher Education Program Requirements section of the Catalog for information relevant to admission to the teacher education program, certification, and clinical experiences in teacher education.

COMPREHENSIVE DANCE MAJOR

- 55 hours required.
- Required courses (47 hours): HPR 125, 163, 164, 165; 9 hours from HPR 166 or 167; 169, 181; 5 hours from HPR 120, 133, 267, 268, 269; 260, 262, 263, 361, 362, 363, 367, 368.
- Elective courses (8 hours) selected from Dance courses.

DANCE EDUCATION MAJOR

- 39 hours required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses (39 hours): HPR 163, 165, 166, 167, 169, 181; 5 hours from HPR 120, 133, 267, 268, 269; HPR 125 or 368, 260, 262, 360, 361 or 362, 363, 367.

MINOR IN DANCE

- 24 hours required.
- Required courses (19 hours): HPR 163, 165, 166 or 167, 169; 3 hours from HPR 120 and 133; HPR 181, 262, 361 or 362.
- Elective courses (5 hours) selected from Dance courses.

MINOR IN DANCE EDUCATION

(for HPR majors)

- 24 hours required.
- Required courses (21 hours): HPR 163, 165, 166, 169; 4 hours from 120 and 133; HPR 360, 361 or 362, 363.
- Elective courses (3 hours) selected from Dance courses.

MINOR IN DANCE EDUCATION

(for non-HPR majors)

- 24 hours required.
- Required courses (21 hours): HPR 163, 165, 166, 181; 3 hours from HPR 120 and 133; HPR 260, 262, 367.
- Elective courses (3 hours) selected from Dance courses.

Physical Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

COMPREHENSIVE PHYSICAL EDUCATION MAJOR

Teacher Certification Sequence: 50 hours required. Part of entitlement program leading to certification: secondary 6-12; optional special K-12. Required Courses: HPR 156, 157, 158, 181, 182 or 351, 221, 241, 252, 253, 258, 282, 383.

Required Specific Physical Skills and Personal Safety Competencies: Upon completion of 90 semester hours (or before student teaching for teacher certification students), all major students must verify competencies (knowledge and skill) in 12 selected physical education activities and in 3 areas of personal safety. The verification must be a matter of record in the department office. Minimum competency may be demonstrated by either (1) satisfactory completion of activity courses specifically designated major/minor with a grade of C or better, or (2) satisfactory completion of a major/minor proficiency examination in the specific activity. All major students must verify at least six of the twelve activity competencies at Illinois State by enrolling in selected courses designated as major/minor. A maximum of 6 hours may be earned by proficiency. Required competencies are listed in the following plan:

A. Individual-Dual Activities. Select Badminton (150.20), Tennis (150.70), Golf (150.50), Track-Field (150.80), Gymnastics (150.60), and Fitness and Conditioning (150.40).

B. Team Sports. Select Basketball (151.10), Softball (151.20), Volleyball (151.30), and Soccer (152.30).

C. Dance Activities. Select Folk and Square Dance 153.20 and either Social Dance (153.10) or Modern Dance (153.30).

D. Personal Safety Skills. Students must verify minimum competence in personal safety skills at the time of admission as a major or before completing 90 semester hours (or before student teaching for teacher education students) as follows:

1. **Swimming.** Satisfactory completion of any college level swimming course or presentation of a current ARC, YMCA, or YWCA intermediate or higher level certificate.

2. **First Aid.** Satisfactory completion of First Aid (180) with a grade of C or better, or satisfactory completion of a first aid proficiency test, or presentation of a current Standard ARC First Aid Certificate.

3. **Cardiopulmonary Resuscitation.** CPR techniques must be verified by presenting a current operator's certificate.

Elective Courses: Students are encouraged to select one of the following areas of concentration to complete the 50 hours required of the comprehensive major: (1) Adapted Physical Education, (2) Aquatics, (3) Athletic Coaching, (4) Athletic Training, (5) Dance, (6) Recreation, (7) Elementary Physical Education, or (8) Secondary Physical Education. Written materials describing each area of concentration are available through departmental advisers.

Non-Certification Sequence: 50 hours required. Program requirements are the same as those for the Teacher Certification Sequence.

MAJOR IN PHYSICAL EDUCATION

Teacher Certification Sequence: 37 hours required. Part of entitlement program leading to certification: secondary 6-12; optional special K-12. Required Courses (30 hours): HPR 156, 157, 158, 181, 182 or 351, 221, 241, 252, 253, 258, 282, 383.

Required Specific Physical Skills and Personal Safety Competencies are the same as those listed above under the 50-hour Comprehensive Physical Education Major.

Non-Certification Sequence: 37 hours required. Program requirements are the same as those for the Teacher Certification Sequence.

Selective Admission-Retention Policy For the Teacher Education Programs in Physical Education

Selective Admission: All physical education majors planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Program section of the catalog). Upon applying for admission to the departmental Teacher Education program, the Physical Education Major or Comprehensive Major must have verified the following:

1. A minimum of six semester hours in physical education at Illinois State with a minimum grade of C in each physical education course taken. The six semester hours must include two hours in HPR 158 (Instructional Strategies) and two hours in the Specific Physical Education and Personal Safety Competencies.
2. A minimum GPA of 2.2 in professional physical education courses (theory and activity).
3. Satisfactory completion of the clinical experience (participation assignment) included in HPR 158 (Instructional Strategies). To achieve a satisfactory rating, the student must have an overall rating of 3 or above on a scale of 5 in this experience. If this rating is not achieved, a student must participate in a second assignment. A student must demonstrate improvement in this second experience by achieving a minimum rating of 4 or above. *Students who do not achieve a minimum rating of 4 or above on the second experience will not be recommended for admission to Teacher Education in Physical Education.*
4. Completion of a departmental application for admission to the Teacher Education Program and a projected program plan for graduation through contact with a departmental adviser.
5. Participation in a personal interview with the Program Director of Physical Education if so requested.
6. A positive recommendation from the Physical Education Program Director based upon evidence of satisfactory progress from faculty teaching in the major program.
7. If entering the major program as a freshman or sophomore, the student must comply with all university and physical education criteria for admission to Teacher Education upon the completion of 75 hours. Students, from on or off campus, who transfer into the program with 60 hours or more must complete the standards for admission no later than the completion of two regular semesters as a major student. Failure to be admitted to Teacher Education by these deadlines will make students ineligible for Teacher Certification in Physical Education at Illinois State University. Exceptional circumstances, such as health, may be a cause for reconsideration.
8. A student may appeal for reconsideration to the Physical Education Selection-Retention Committee. After consideration, the committee will either reaffirm dropping the student as a major or reinstate on a probationary basis for a specific time.

Selective Retention: In order to receive departmental approval for a student teaching assignment the student must verify the following:

1. A student, after having been officially admitted to the University and departmental teacher education program, must maintain a GPA of 2.2 in both the overall and departmental courses. A student falling below the required GPA will be placed on probation for one semester. If after one semester, the 2.2 GPA has not been re-established, the student will be dropped from the University and Departmental Teacher Education Program. The student may reapply for admission upon meeting all of the criteria again.
2. Satisfactory (grade of C) completion of HPR 258 (Directed Experiences in Physical Education).
3. Received a satisfactory recommendation from the departmental faculty assigned to supervise the clinical experience in HPR 258.
4. Completion of the following additional courses with a minimum grade of C: HPR 156, 157, 181, 182, or 351, 221, 241 and 282.

Graduation Requirements and Entitlements: Upon graduation as a major in physical education, the student must verify a minimum grade of C in all physical education courses taken at Illinois State.

Completion of the Teacher Certification Sequence in the 37 hour major or the 50 hour Comprehensive Major entitles the physical education graduate to the 6-12 secondary certificate and, the K-12 special certificate if additional student teaching assignments have been completed at the elementary level. Student choice will determine the type of student teaching assignment (elementary and secondary or secondary only) and thus the type of certification entitlement. Students who select a dual student teaching assignment are entitled to both the K-12 and 6-12 teaching certificates when they graduate if they so desire.

MINOR IN PHYSICAL EDUCATION

Elementary Physical Education Sequence: This is a teacher education program. 24 hours required. Required courses (21 hours): HPR 156, 157, 162, 221 or 222 (or C&I 250), 224, 225, 252, 253, 321. Elective courses (3 hours): One course from HPR 150.40, 150.60 or 150.80 and two courses from HPR 151.10, 151.20, 151.30, 152.20, 152.30.

Secondary Physical Education Sequence: This is a teacher education program. 24 hours required. Required courses: HPR 156, 157, 158, 241, 252, 253; 6 hours selected from among HPR 181, 182 or 351, 282; and 4 hours selected as follows: (a) 2 hours from HPR 150.10 or 150.30, 150.20 or 150.70, 150.40, 150.50, 150.60, 150.80 or 150.90; (b) 1 hour from HPR 151.10, 151.20, 151.30, 152.20, 152.30; and (c) 1 hour from HPR 120, 153.30, 163.

Athletic Coaching Sequence: This is a nonteaching program, not recognized as a teaching area in Illinois. 24 hours required. Required courses: HPR 181, 182, or 351, 207, 384, 398; 2 hours selected from HPR 210, 211, 212, 213, 214; 2 or 3 hours selected from HPR 250, 252, 253, 5 or 6 hours selected from HPR 180, 209, 282, 304, 349, 387, or any other courses listed above.

Athletic Training Sequence: This is a nonteaching program, not recognized as a teaching area in Illinois. This sequence meets all necessary requirements for certification by the National Athletic Trainers' Association. Students interested in NATA certification should consult the Athletic Training Program Coordinator in the department for further information. 24 hours required. Required courses: HPR 113, 180, 181, 282, 351, 384, 387, and 6 hours of HPR 388.

Recreation and Park Administration Programs

Degree Offered: B.S.

To insure that students take the courses *selected and determined with the approval of an academic adviser* as indicated below; students should obtain descriptive materials on the Recreation and Park Administration programs available in the department, and see the assigned adviser each semester.

COMPREHENSIVE RECREATION AND PARK ADMINISTRATION MAJOR

- 54 hours required as specified.
- Required courses (24 hours of core courses): HPR 170, 271, 278, 375, 398 (14 hours).
- 30 hours of additional courses *selected and determined with the approval of an academic adviser* designed to meet one of the following sequences.

General Recreation and Park Administration Sequence: HPR 174, 371; 6 hours in ACC, FAL or MAM; 3 hours in BSC; 3 hours in COM; 6 hours in POS; 3 hours in SAS; 3 hours in fine arts (ART, MUS, and/or THE). Specific courses must have adviser approval.

Recreation Program Supervision Sequence: HPR 171, 174, 370, 374; 3 hours in ACC, FAL or MAM; 4 hours in COM; 3 hours in POS; 3 hours in PSY or SAS; 3 hours of skills or activity courses in art, dance, health, physical education and recreation, music, and/or theatre; 3 hours in fine arts (ART, MUS, and/or THE). It is recommended that the student also take additional hours using electives for developing skill competencies in at least two program fields such as aquatics, art, craft, dance, drama, music, outdoor recreation or sports. Specific courses must have adviser approval.

Therapeutic Recreation Sequence: HPR 171, 370; 2 hours in HSC; 8 hours in BSC; 3 hours in COM and/or C&L; 5 hours in PSY, SED, SAS, or HPR; 3 hours in fine arts (ART, MUS, and/or THE); 4 hours in skills or activity courses in art, dance, health, physical education and recreation, music, and/or theatre. It is recommended that the student also take additional hours using electives for developing skill competencies in at least one program concentration such as aquatics, athletics, camping, dance, music, theatre, etc. See faculty adviser for concentration area requirements.

Recreation Resources Management Sequence: HPR 371, 374; 6 hours of ACC, FAL, MAM or ECO; 4 hours of BSC; 8 hours of AGR, GEO (Geography or Geology), and/or IT; 3 hours of POS; 3 hours of fine arts (ART, MUS, and/or THE). Specific courses must have adviser approval.

MAJOR IN RECREATION AND PARK ADMINISTRATION

- 37 hours as specified.
- Required courses (24 hours of core courses): HPR 170, 271, 278, 375, 398 (14 hours).
- 13 elective hours selected and determined with the approval of an academic adviser, including at least 3 hours in ACC, FAL, or MAM; 3 hours in POS; 3 hours in fine arts (ART, MUS, and/or THE); 4 hours from HPR 174, 270, 370, and 371. Specific courses must have adviser approval.

MINOR IN RECREATION AND PARK ADMINISTRATION

- 24 hours required as specified.
- Required courses: HPR 170, 171, 271, 370, 371, 375; 3

hours in fine arts (ART, MUS, and/or THE); 4 additional hours selected in consultation with an adviser.

Physical Education Courses

Some sections of these courses may be restricted to HPR majors.

An optional locker and towel charge will be assessed for students in selected physical education activity courses.

100 ADAPTED ACTIVITIES AND MEDICALLY PRESCRIBED EXERCISES 1 F.S

For persons assigned by the Health Service or a personal physician. Course offered on a credit/no credit basis only. May be repeated if necessary.

Medically prescribed exercises for handicapped students, faculty, and community members in need of corrective and rehabilitative programs.

102 BACKPACKING 1 F

Field trip req.

Introduction to backpacking including the basic techniques and knowledge necessary for hiking and surviving in the outdoor environment.

103 TARGET ARCHERY 1 F.S

Not for credit if had HPR 150.10.

An introductory course covering basic skills and knowledges of tackle, bracing, stance, shooting, form, aiming, safety, and bow sights.

104 NEUROMUSCULAR RELAXATION 1 F.S

The study and practice of a neuromuscular relaxation system based upon developing a knowledge and understanding of progressive relaxation as a method of recognizing and controlling tension.

105 BADMINTON I 1 F.S

Not for credit if had HPR 150.20.

Introduction to the basic strokes and strategies of badminton. Tournament play in singles and/or doubles.

105 BADMINTON 1 F.S

HPR 105 or equiv skills req.

Intermediate techniques and strategies. Competition in singles, doubles, and mixed doubles.

106 BASKETBALL 1 F.S

Intermediate skill in basketball req.

Development of intermediate and advanced skills and strategies of basketball.

108 BILLIARDS I 1 F.S

Materials charge optional.

Basic shooting techniques with focus on stance, bridge and cue ball contact. Experience in games of Basic Pocket Billiards, Rotation and Eight Ball.

108.02 BILLIARDS II 1 F.S

HPR 108 or intermediate playing ability req. Materials charge optional.

Development of complex skills such as Caroms, Banks, and combination shots. Emphasis on spin, and the application of English.

109 FIELD HOCKEY 1 F

Not for credit if had HPR 152.10.

Beginning knowledge, skills and strategies of the game of field hockey.

110 WEIGHT CONTROL 1 F.S

A practical personal approach to the problem of weight control based on the principles of behavior modification, diet, and exercise.

111 BODY MECHANICS	1	F.S	An introductory course in skin and scuba diving. Special emphasis on individual safety and physical conditions affecting scuba diving.		
Provide knowledges and experiences related to diet and exercise to assist in achieving a more realistic concept of self.					
112 BOWLING I	1	F.S	131 LIFE SAVING	2	F.S
<i>Not for credit if had HPR 150.30. Materials charge optional.</i>			<i>American Red Cross Swimmers or Advanced Swimmers skill level req. Formerly SENIOR LIFE SAVING.</i>		
Development of basic skills and knowledges for the non and beginning bowler.			For highly skilled swimmers to learn special skills of life saving, rescue techniques, and water safety procedures. Opportunity to earn American Red Cross Senior Life Saving certification.		
112.02 BOWLING II	1	F.S	132 WATER SAFETY INSTRUCTORS COURSE	2	F.S
<i>HPR 112 or intermediate skill in bowling req. Materials charge optional.</i>			<i>Current American Red Cross Life-Saving Certificate req.</i>		
Development of more consistency with strikes and spares, an understanding of taps, lane conditions, ball tracks. Participation in a variety of tournaments.			Analysis of techniques in and methods of teaching swimming and life saving. Opportunity for American Red Cross Water Safety Instructor certification.		
113 FITNESS AND CONDITIONING I	1	US-7	133 SELECTED ACTIVITIES	1	F.S
<i>Not for credit if had HPR 150.40. Materials charge optional.</i>			Selected beginning and/or intermediate activities offered as experimental programs.		
An individualized approach to the development of cardiovascular fitness program based upon a knowledge and understanding of the specific effects of exercise.			134 SAILING I	1	F
116 CANOEING I	1	F.S	<i>Ability to swim in deep water req. Materials charge optional.</i>		
<i>Ability to swim in deep water req. Materials charge optional.</i>			Basic skills, knowledge, and safety necessary for small craft sailing.		
An introductory course in handling and the proper care of a canoe. Special emphasis upon individual safety and the paddling strokes.			136 VOLLEYBALL I	1	F.S
118 SOFTBALL I	1	S	<i>Not for credit if had HPR 151.30.</i>		
<i>HPR 118 or intermediate skill in softball req.</i>			Basic skills, rules and strategies involved in the game of volleyball, and application in tournament play.		
Development of advanced skills and strategies in softball.			136.02 VOLLEYBALL II	1	F.S
119 GOLF I	1	F.S	<i>HPR 136 or intermediate skill in volleyball req.</i>		
<i>Not for credit if had HPR 150.50.</i>			Advanced knowledges, skills and strategies of the game of volleyball, and application in a competitive situation.		
A basic course in golf designed for the beginner or high handicap golfer.			137 SOCCER I	1	F
119.02 GOLF II	1	F.S	Basic skills, rules, and strategies necessary for game play. Fundamentals emphasized with application in competitive play.		
<i>HPR 119 or evidence of intermediate skills in golf req.</i>			139 GYMNASTICS I	1	F.S
Designed for experienced or low handicap player. Refinement of basic and advanced strokes. Development of game and course strategy.			<i>Not for credit if had HPR 150.60.</i>		
127 SWIMMING I	1	F.S	Basic elements in floor exercise, vaulting, balance beam and uneven bars for women and basic elements in floor exercise, pommel horse, rings, vaulting, and parallel bars for men.		
Instruction in adjustment skills and basic techniques of safety and swimming.			139.02 GYMNASTICS II	1	F.S
127.02 SWIMMING II	1	F.S	<i>HPR 139 or equiv skills req.</i>		
<i>Formerly HPR 128.</i>			Refinement of basic gymnastic skills and events specially identified as men or women. Development of routines. Introduction to scoring.		
For advanced beginners and low intermediates.			140 FENCING I	1	F.S
127.03 SWIMMING III	1	F.S	Fundamentals of fencing; bouting; directing and judging about.		
<i>Formerly HPR 129.</i>			142 TENNIS I	1	F.S
For deep water swimmers to develop and refine aquatic skills.			<i>Not for credit if had HPR 150.70.</i>		
128 SYNCHRONIZED SWIMMING I	1	F	Introduction to the basic strokes and beginning strategy of tennis. Tournament play in singles and/or doubles.		
<i>HPR 127.03 or American Red Cross Swimmer skill level req. Formerly AQUATIC ART. Formerly HPR 101.</i>			142.02 TENNIS II	1	F.S
Specialized skills in synchronized swimming strokes and aquatic stunts and figures.			<i>HPR 142 or equiv skills req.</i>		
128.02 SYNCHRONIZED SWIMMING II	1	F	Introduction to intermediate strokes and review of basic strokes. Emphasis on doubles play.		
<i>Previous experience in synchronized swimming or aquatic art req. Formerly AQUATIC COMPOSITION. Formerly HPR 102.</i>			143 TUMBLING I	1	F
Opportunity for experience in group and individual composition in the aquatic medium with emphasis on techniques of production.			<i>Formerly TRAMPOLINE AND TUMBLING I.</i>		
129 SCUBA DIVING I	1	F.S	An introduction to the basic skills of tumbling. Includes rolls, balance and springs. Development of tumbling routines.		
<i>Materials charge optional. Formerly HPR 138.</i>					

143.02 TUMBLING II	1	F	
<i>HPR 139 or 143 or equiv skills req. Formerly TRAMPOLINE AND TUMBLING II.</i>			
Opportunity to refine basic skills of tumbling. Emphasis upon springs and aerials.			
144 RECREATIONAL GAMES	1	F.S	
Beginning skills and knowledges of recreational games such as aerial darts, bounce ball, deck tennis and table tennis req. Tournament play in table tennis.			
147 WEIGHT TRAINING	1	F.S	
<i>Formerly WEIGHT LIFTING.</i>			
Basic knowledges and concepts of use of resistive exercises to increase muscular strength and endurance. Participation in an individual weight program.			
148 WRESTLING	1	F.S	
<i>Not for credit if had HPR 150.90.</i>			
Instruction in basic neuromuscular skills necessary for participation in wrestling. Knowledge of various styles of wrestling.			
149 FLAG FOOTBALL	1	F	
<i>Not for credit if had HPR 152.20.</i>			
Development of fundamental football skills and strategies needed for game of flag football.			
150.10 ARCHERY(Maj/Min)	1	F.S	
Basic skills and safety in target archery. Selected organizational and instructional procedures and error analysis appropriate for teaching target archery.			
150.20 BADMINTON(Maj/Min)	1	F.S	
Introduction to the basic strokes and strategies of badminton. Emphasizes teaching strategies and class organization utilized in badminton.			
150.30 BOWLING(Maj/Min)	1	F.S	
Introduction to the basic and intermediate skills and knowledges of bowling. Selected organizational and instructional procedures appropriate for teaching bowling.			
150.40 FITNESS & CONDITIONING (Maj/Min)	1	F.S	
An individualized approach to the development of cardio-respiratory fitness based upon an understanding of the specific effects of exercise.			
150.50 GOLF(Maj/Min)	1	F.S	
Presentation of basic skills and knowledges in golf methods and procedures for golf teaching.			
150.60 GYMNASTICS(Maj/Min)	1	F.S	
Instruction in the basic skills and techniques of various gymnastics events with emphasis on spotting and teaching strategies.			
150.70 TENNIS(Maj/Min)	1	F.S	
Introduction to the basic strokes and knowledge of tennis. Emphasizes teaching strategies and class management utilized in tennis.			
150.80 TRACK AND FIELD(Maj/Min)	1	F.S	
Instruction in the basic skills and techniques of various track and field events. Techniques of teaching will be presented.			
150.90 WRESTLING(Maj/Min)	1	F.S	
Development of fundamental wrestling skills and strategies with emphasis on teaching progressions, drills and strategy.			
151.10 BASKETBALL(Maj/Min)	1	F.S	
Development of fundamental basketball skills with emphasis on selected teaching progressions, drills, and strategies.			
151.20 SOFTBALL(Maj/Min)	1	F.S	
Development of fundamental softball skills and strategies.			
Emphasis on class organization, teaching progressions, and indoor activities.			
151.30 VOLLEYBALL(Maj/Min)	1	F.S	
Basic skills and strategies involved in the game of volleyball, and application in game play. A teaching progression is emphasized.			
152.10 FIELD HOCKEY(Maj/Min)	1	F	
Beginning knowledges, skills and strategies of the game of field hockey. Teaching strategies will be presented.			
152.20 FLAG FOOTBALL(Maj/Min)	1	F.S	
Development of basic skills and strategies. Selected organizational and instructional procedures appropriate for teaching flag football.			
152.30 SOCCER(Maj/Min)	1	F	
Basic skills, rules and strategies for game play; safety; selected organizational and instructional procedures appropriate for teaching soccer.			
152.40 SPEEDBALL(Maj/Min)	1	F.S	
Development of fundamental speedball skills and strategies, with a special emphasis on selected teaching progressions and drills.			
153.10 SOCIAL DANCE(Maj/Min)	1	F.S	
Basic couple movement concepts, fundamentals and techniques of social dance, and teaching methods.			
153.20 FOLK AND SQUARE DANCE(Maj/Min)	1	F.S	
Basic skills and knowledges of folk and square dance. Class organization, selected techniques of teaching and assessment of skills included.			
153.30 MODERN DANCE(Maj/Min)	1	F.S	
Basic movement concepts, fundamentals of improvisation and composition, and teaching methods.			
155 CAREERS IN PHYSICAL EDUCATION, RECREATION AND DANCE	2	S	
Introduction to career possibilities in the related fields of physical education, recreation and dance. Societal and employment trends affecting these fields.			
156 DIMENSIONS OF HUMAN MOVEMENT	2	F.S	
Introduction, understanding and appreciation of discipline of human movement, and its relationship to career options in physical education.			
157 BIOSCIENTIFIC PERSPECTIVES OF HUMAN MOVEMENT	2	F.S	
<i>HPR 156 or cons inst req.</i>			
The study of human movement throughout one's total life span as it is delineated by innate and environmental factors.			
158 INSTRUCTIONAL STRATEGIES IN PHYSICAL EDUCATION	2	F.S	
<i>C&I 200.01 (grade of C or better req.) or conc reg. Incl Clin Exp.</i>			
An introduction to the development of teaching skills in physical education. Emphasis upon practicing skills of teaching through micro-lessons and peer teaching.			
159 OFFICIATING	1	F.S	
<i>May be repeated. Max 4 hrs. No more than one hour may be taken in each sport area.</i>			
Instruction, practice, and examination of officiating or judging techniques for the following sports; FALL SEMESTER: Men's football, women's basketball, badminton, field hockey, men's basketball and swimming; SPRING SEMESTER: Volleyball, track and field, softball, gymnastics, and tennis.			
180 FIRST AID	2	US-7	
Accident prevention and action to be taken in cases of			

accident and sudden illness in the home, school and community. Students successfully completing this course will receive certification in Red Cross First Aid and Personal Safety. Instruction in CPR techniques will be included.

181 HUMAN ANATOMY AND PHYSIOLOGY 3 F.S

Gross structure and physiology of the human body; particular attention to the skeletal and muscular systems.

182 HUMAN ANATOMY AND PHYSIOLOGY 3 F.S

Emphasis on the nervous, circulatory, respiratory, and digestive systems.

207 THE COACH AND INTERSCHOOL ATHLETICS 2 F.S

An introduction to interschool athletic programs including basic philosophy, governing organizations, administrative duties of coaches and direct coaching responsibilities.

209 SPORTS SAFETY 3 S

Philosophy of sports safety. Human and environmental factors in sport injury, legal responsibilities of teacher, safety factors in activities; accident prevention and injury control in sports.

210 BASEBALL COACHING 2 F.S

HPR 207 or previous experience as a player or youth coach req. Soph standing req.

The theory and coaching of baseball essential to the professional preparation of those interested in coaching: history, philosophy, techniques and fundamentals.

211 BASKETBALL COACHING 2 F.S

HPR 207 or previous experience as a player or youth coach req. Soph standing req.

A course for professional preparation of coaches of basketball. Included are history, philosophy, techniques, and tactics of basketball.

212 FOOTBALL COACHING 2 F

HPR 207 or previous experience as a player or youth coach req. Soph standing req.

Theory and techniques of basic offensive and defensive football. The history, development of trends, modern innovations are included.

213 TRACK AND FIELD COACHING 2 S

HPR 207 or previous experience as a player or a youth coach req. Soph standing req.

Understanding and application of various training methods and coaching techniques in track and field events.

214 WRESTLING COACHING 2 F

HPR 148, 207 or previous experience as a participant or youth coach req. Soph standing req.

Techniques and methods of coaching wrestling. Includes teaching techniques, conditioning, diet, ergogenic aids, motivational aids, scheduling and building a program.

221 ELEMENTARY PHYSICAL EDUCATION CURRICULUM 3 F.S

Incl Clin Exp.

Planning a program of physical education for elementary school children. Progressions within activities, techniques of organization, and methods of teaching. Observations of children and laboratory sessions in activities.

222 PHYSICAL EDUCATION FOR ELEMENTARY CLASSROOM TEACHER 2 F.S

Not for credit maj min. No credit if in Elementary Education Core program. Incl Clin Exp.

Factors essential to program planning in physical education grades one through six. Types and progression of activities; methods and techniques of class organization.

Observations of children and laboratory sessions in activities.

224 MOVEMENT EXPERIENCES FOR THE YOUNG CHILD 3 S

HPR 221 or 222 or conc reg req. Incl Clin Exp. Formerly MOVEMENT EXPERIENCES FOR CHILDREN.

Development of a basic movement approach to teaching preschool and primary physical education. Problem solving as method of teaching. Skills, knowledges and concepts underlying traditional activities.

225 MOTOR DEVELOPMENT OF CHILDREN 3 F

Incl Clin Exp.

Motor development related to anatomical growth and sensory development in the child from infancy to puberty. Mechanisms and theories of perceptual motor development, research findings, and implications for physical education.

230 ADMINISTRATION OF AQUATICS 2

Organization and administration of instructional, recreational, and competitive aquatic programs. Personnel selection, training, facility management.

241 SECONDARY PHYSICAL EDUCATION CURRICULUM AND EVALUATION 4 F.S

C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc req. C&I 216 or 390 or conc reg req. Incl Clin Exp.

Development and administration of secondary physical education programs. Concepts and techniques of evaluation appropriate for the program and the learner in physical education.

250 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND ATHLETICS 2 F.S

Current trends and issues affecting the fields of physical education and athletics.

252 CULTURAL PERSPECTIVES OF HUMAN MOVEMENT 2 F.S

HPR 156 or cons inst req.

Interrelationship of selected historical, philosophical and sociological human movement concepts which have significance for physical education.

253 PSYCHOLOGICAL PERSPECTIVES OF HUMAN MOVEMENT 2 F.S

HPR 156 or cons inst req.

A study of socio-psychological variables, and selected aspects of learning as they pertain to human movement experiences.

258 DIRECTED EXPERIENCES IN PHYSICAL EDUCATION 2 F.S

HPR 158, 221, or conc reg req. Formerly CLINICAL EXPERIENCES IN PHYSICAL EDUCATION.

Arranged clinical experience assignment that includes observation, participation, and teaching in an elementary physical education program. Class meets regularly twice a week as a seminar.

282 KINESIOLOGY 3 F.S

HPR 181 req. Materials charge optional.

Analysis of human motion based on anatomic and mechanical principles. Application of these principles in teaching physical education activities.

295 HONORS SEMINAR 3 F.S

Advanced readings and critical discussion of physical education with broad areas of concern in social, cultural, philosophical, and scientific bases.

304 TEACHING OF SPORTS 3 F

Optimal learning in human movement: content, teacher behavior, situational conditions, analysis of sports, instructional approaches, application and research.

317 SOCIOLOGY OF SPORT 3 S

Also offered as SAS 317.

The social institution of sport is examined using such sociological concepts as social organization, culture, socialization, deviance, social stratification, minority groups and collective behavior.

321 CURRENT TRENDS IN ELEMENTARY PHYSICAL EDUCATION 3 S

HPR 221 or 222 or elem tchg exp req.

Discussion of current trends in elementary Physical education. Identification and implications of trends in elementary education affecting Physical education programs.

347 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION 3 F.S

Analysis of motor performance, using objective tests, subjective ratings, and achievement tests. Construction and evaluation of knowledge tests. Use of statistical concepts for interpreting test scores.

349 APPLIED MOTOR LEARNING 3 S

Perceptual-motor development and performance. Application of research, learning theories and assessment tools; maturational, perceptual and performance factors.

351 EXERCISE PHYSIOLOGY 3 F.S

HPR 181 or 157 req.

Utilization of human physiology in teaching physical education. Effects of exercise on body systems and physical efficiency tests and studies.

382 SENSORY MOTOR EDUCATION OF TRAINABLE MENTALLY HANDICAPPED 3 S

Cons inst req. Incl Clin Exp.

Physical education activities appropriate for the trainable mentally handicapped child. Related appropriate teaching techniques are emphasized.

383 ADAPTED PHYSICAL EDUCATION 2 F.S

HPR 181 req.

Methods, materials, and activities appropriate for adapted physical education programs in elementary and secondary schools.

384 INTRODUCTION TO ATHLETIC INJURIES 3 S

HPR 182 or cons inst req. Formerly PREVENTION AND INITIAL CARE OF INJURIES.

A practical course. Emphasis upon responsibilities, limitations, qualifications, liabilities, taping and bandaging, identification of basic athletic injuries, prevention and treatment techniques for injuries.

385 PHYSICAL DEFECTS-SURVEY AND REHABILITATION 3 F.S

BSC 381 or HPR 282 req. Also offered as SED 385. Lecture and laboratory. Incl Clin Exp. Formerly BSC 385.

Identification and treatment of physical defects of handicapped children; special services, equipment and procedures for school programs.

386 PHYSICAL EDUCATION FOR THE HANDICAPPED 3 S

HPR 221, 222, or C&I 250 req.

Methods for assessing motor and manipulative competencies, designing prescriptive programs, techniques for teaching motor and manipulative skills to persons with

orthopedic, sensory, and mental impairments. Clin. Exp. Incl.

387 ADVANCED ATHLETIC INJURIES 3 S

HPR 384 req.

Concentrated study of specific athletic injury problems; attention given to nutrition, drugs, conditioning and rehabilitation.

388 LAB/CLINICAL PRACTICE IN ATHLETIC TRAINING 1-3 F.S

Cons Athletic Training Coord req.

Supervised laboratory practice under the guidance of a certified athletic trainer. One hundred hours of assigned laboratory time equals 1 semester hour, may be repeated for a maximum of six hours. Not available for graduate credit.

398 PROFESSIONAL PRACTICE: COACHING PRACTICUM 1-3 F.S

HPR 207 and one of HPR 210, 211, 212, 213, or 214 or experience as participant or youth coach req. May be repeated. Max 3 hrs.

Practical involvement in coach-team situation. Observation and sharing of coaching responsibilities including planning, practice, preparation, supervision, discipline, personal relationships, motivation, and public relations.

Dance Courses**120 SOCIAL, SQUARE, AND FOLK DANCE 1 F.S**

Not for credit if had HPR 153.20.

An introduction to beginning principles and techniques of square dance, ballroom and social dance, and folk dance.

123 MODERN DANCE I 1 US-6 F.S

Emphasis on understanding modern dance as a creative art experience through technique, improvisation and composition.

124 MODERN DANCE II 1 F.S

HPR 123.

Continuation of 123 with emphasis on technique.

125 DANCE COMPOSITION—TRADITIONAL APPROACHES 2 F

HPR 124.

Theory and practice in spatial, temporal and dynamic design applied to choreography.

162 DANCE FOR THE ELEMENTARY SCHOOL 2 S

Rhythmic elements, patterns, skill in teaching creative rhythmic activities for elementary school children.

163 JAZZ DANCE I 1 F.S

An introduction to the techniques and styles of jazz dance; experience in jazz dance composition.

164 JAZZ DANCE II 1 F.S

HPR 163 or cons inst.

Continuation of the technique and styles of jazz dance; experience in jazz dance composition.

165 STUDIES IN BALLET 2 F.S

Basic Ballet II or cons inst. May be repeated. Max 6 hrs.

Intensive training in the technique, vocabulary and style of classical dance.

166 STUDIES IN MODERN DANCE I 3 F.S

Maj min or cons inst. May be repeated. Max 6 hrs.

Techniques and theory of modern dance.

167 STUDIES IN MODERN DANCE II 3

F

Cons inst. May be repeated. Max 6 hrs.

Continued technical and theoretical development in modern dance.

169 TAP DANCE I 1

F.S

Development of basic skills used in tap dancing.

260 SPECIAL METHODS IN DANCE I 3

F

Cons inst.

Basic principles and techniques of teaching dance in schools, studios, and agencies; planning lessons and assisting in selected dance activity classes.

262 MOVEMENT ANALYSIS FOR DANCE 3

S

HPR 181 req. Formerly HPR 260: MECHANICS FOR THE DANCER.

Application of basic anatomical and mechanical principles of motion to teaching and performance in dance; coordination with principles of conditioning and prevention of injuries in dance.

263 NOTATION I 3

S

Fundamentals of Labanotation; the recording of step patterns and gestures.

265 DANCE ACCOMPANIMENT 2

F

Principles and techniques of accompaniment for concert and classroom use. Introduction to rhythmic analysis, sound production, style survey, and coordination with teaching.

267 SQUARE DANCE II 2

S

*Cons inst.*Advanced techniques in American square dance to include the *mainstream* level; techniques of square dance calling included.**268 FOLK DANCE II 2**

S

Cons inst.

Expanded repertoire of folk dances of varying difficulty from diverse cultures with emphasis on interrelationship with other folk arts, geography and history.

269 SOCIAL DANCE II 2

F

Cons inst.

Development of intermediate skills and techniques of ballroom and social dance; to expand understanding of basic couple movement concepts and teaching methods.

295 HONORS SEMINAR 3

F.S

Advanced readings and critical discussion of dance education with broad areas of concern in social, cultural, philosophical, and scientific bases.

360 SPECIAL METHODS IN DANCE II 4

S

HPR 260 or 158, or cons inst. Incl Clin Exp. Formerly HPR: TEACHING OF DANCE

Supervised clinical experiences in teaching dance to secondary school, studio, and agency populations; selection of materials and instructional strategies for these groups.

361 HISTORY AND PHILOSOPHY OF DANCE I 3

F

History, philosophy, and development of dance as a social and cultural medium from primitive times through the 16th century.

362 HISTORY AND PHILOSOPHY OF DANCE II 3

S

History, philosophy, and development of dance from the 17th century to the present. Approaches, styles, and contributions of leading dance personalities.

363 PRINCIPLES OF DANCE PRODUCTION 3

S

Principles of costuming, lighting, accompaniment, and related aspects in the production of dance performances.

365 TEACHING OF FOLK FORMS OF DANCE 2

S

Methods of teaching folk and social dance forms in the secondary school, college, and recreational situation.

367 DANCE ADMINISTRATION AND CURRICULUM DESIGN 3

F

Formerly PROBLEMS IN DANCE.

Techniques for the administration of dance in public schools, studios, universities, and community agencies; curriculum development and evaluation procedures for these groups; management skills for the arts.

368 DANCE COMPOSITION: EXPERIMENTAL APPROACHES 2

S

Previous experience in modern dance.

Progressive experiences in individual and group composition focusing on semi-structure, and improvisation.

369 DANCE FOR CHILDREN 2

F

HPR 162 or cons inst.

Methods and materials in traditional and creative activities; interrelationships of dance with other arts.

Recreation and Park Administration Courses

115 OUTDOOR LIVING SKILLS 1

F.S

Formerly CAMP CRAFT I.

Techniques in skill development for successful living in the out-of-doors.

170 INTRODUCTION TO LEISURE AND RECREATION 3

F.S

Formerly HPR 173.

Nature, scope, and significance of recreation and leisure. Introduction to the professional areas of recreation and leisure delivery systems.

171 RECREATION LEADERSHIP TECHNIQUES 2

F.S

HPR 170 req. Fieldwork req. Formerly TECHNIQUES IN SOCIAL RECREATION.

Leadership skills in recreation, conducting activities; developing activities for various recreation events. Activities for organizations and professional groups in a variety of settings.

172 CAMP LEADERSHIP 2

S

Experience in woodcraft skills, crafts, outdoor cookery, overnight trips, and other basic camp craft skills. Training for camp counselorships.

174 SCHOOL-COMMUNITY RECREATION 3

F

HPR 170 req.

Emphasis on school and leisure service agency development of recreation programs using community schools.

270 COMMUNITY SPORTS ORGANIZATION 3

S

HPR 170 req.

Purposes, objectives, organization and administration of team and individual sports; their role in community recreation.

271 RECREATION PROGRAMMING 3

F.S

HPR 170 req. Formerly RECREATION LEADERSHIP.

Planning, organizing, promoting, and evaluating recreation

programs for a variety of clientele and leisure service delivery agencies.

273 INTRODUCTION TO THERAPEUTIC RECREATION 3 F
HPR 271 or cons inst req.

Foundation concepts of recreation as therapy; internal organization of treatment settings; unique contributions of recreation in treatment and rehabilitation processes.

274 LEISURE SERVICES FOR THE AGED 3 S
HPR 271 or cons inst req.

Role of leisure services as related to understanding and working with older adults. Emphasis on recreation programming as a mode of treatment.

275 PLANNING AND DESIGN OF RECREATION FACILITIES 3 F
HPR 170 req.

Discussion of and practice in techniques and principles of site planning, design, and development of recreation facilities in parks and other outdoor recreation settings.

276 PARK MAINTENANCE 3 S
HPR 170 req. Field trips req.

Exploration of facility and grounds maintenance as a management function. Discussions will center on equipment, materials, and methods used in maintaining indoor and outdoor recreation facilities and areas.

278 SEMINAR IN INTERNSHIP 1 F.S
HPR 271 req. Recreation and Park maj only.

Preparation and organization for agency placement and internship experiences.

295 HONORS SEMINAR 3 F.S

Advanced readings and critical discussion of recreation with broad areas of concern in social, philosophical, and scientific bases.

358 CAMP LEADERSHIP PRACTICUM WITH HANDICAPPED ADULTS 3 Summer

Cons inst req. Students are required to live at the camp and sign a counselor conduct contract.

Practical experiences in camp counseling and development of leadership skills with adult handicapped persons.

359 CAMP LEADERSHIP PRACTICUM WITH THE DISADVANTAGED CHILD 3 Summer

Cons inst req. Students are required to live at the camp during the practicum.

Practical experiences in camp counseling and administration in a resident group setting with disadvantaged children.

370 RECREATION FOR SPECIAL POPULATIONS 3 F.S
HPR 271 or cons inst req.

Materials for leadership techniques for conducting recreation for special groups, including mental and physically handicapped, aged, juvenile delinquents, armed forces, prisons, and hospitals.

371 PARK AND RESOURCE MANAGEMENT 3 F.S
HPR 271 or cons inst req.

Planning and operational procedures in acquiring, developing, and managing recreation and park areas and facilities.

372 CAMP LEADERSHIP PRACTICUM WITH PHYSICALLY HANDICAPPED 3 Summer
Cons chrpn SED and chrpn HPR req. May be repeated.

Counseling experience in a summer camp for physically handicapped children. Conferences on planning of daily activities, equipment and general program.

374 OUTDOOR EDUCATION 3 F.S
HPR 271 or cons inst req.

Principles and policies underlying public and school-related programs and materials in outdoor education.

375 RECREATION AND PARK ADMINISTRATION 3 F.S
HPR 271 req.

Administrative/management functions in the operation of organized recreation and leisure delivery systems.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN RECREATION AND PARK ADMINISTRATION 7 or 14
HPR 278, 2.2 GPA for ISU coursework.

Supervised in-service practice under the guidance of professionally qualified personnel in leisure service agencies and University faculty.

HEALTH SCIENCES (HSC)

103 Moulton Hall

Chairperson: Charles T. Spencer.

Faculty: Professor: Rabe, Nolte. Associate Professors: Spencer, Weller. Assistant Professor: Corsaut, Gruber, Kasa, Knuckles, Morris, Nyveide, Russelmann, Smith. Instructors: Collier, Keyser, Moonsammy. Lecturers: Martens, Smith, Tholen. Adjunct Faculty: Chow, Cortese, Folkens, Taraska.

Environmental Health Programs

Degree Offered: B.S.

COMPREHENSIVE ENVIRONMENTAL HEALTH MAJOR

Students entering this program must plan their schedules in consultation with a faculty member of the Environmental Health Program in the Department of Health Sciences. 53 semester hours are required in Environmental Health and specific related fields. In addition, 48 semester hours of extra-departmental courses are required to provide a basis for the professional courses. The Comprehensive Major in Environmental Health is divided into two sequences: The Sanitarian Sequence and the Industrial Hygiene Sequence. The purpose of the sequences is to provide students with specific types of educational experiences (course work and field practice) which will prepare them for similar but separate occupations within environmental health practice.

Sanitarian Sequence: Required courses (40 hours): HSC 251, 252, 253, 254, 255, 258, 294, 350, 351, 355, 398; SAS 240. In addition, 13 hours are to be selected from: HSC 150, 287, 289 (Environmental Toxicology), 289 (Solid and Hazardous Waste Management), 389 (Environmental Health Impact Analysis); CHE 280; BSC 361; IT 171, 372, 378; and HPR 182.

At least 6 hours are to be selected from the HSC courses. The following courses that may be completed as University Studies or general electives are required to provide a basis for the professional courses: BSC 190, 260, 294, 181; CHE 140, 141, 220; COM 110, ENG 249; MAT 110; PHY 105; PSY 111 or SAS 106.

Industrial Hygiene Sequence: Required courses (39 hours): HSC 252, 253, 256, 257, 258, 350, 357, 398; CHE 215; IT 370; SAS 240. In addition, 13 hours are to be selected from: HSC 150, 251, 254, 255, 287, 289 (Solid and Hazardous Waste Management), 289 (Environmental Toxicology), 355, 389 (Environmental Health Impact Analysis), 361; CHE 280; IT 171, 372. At least 6 hours of the electives are to be selected from the HSC courses. The following courses that may be completed as University Studies or general electives are required to provide a basis for the professional courses: BSC 181, 182, 190, 260; CHE 140, 141, 220; COM 110; ENG 249; MAT 110; PHY 105; PSY 111 or SAS 106.

MINOR IN ENVIRONMENTAL HEALTH

- 20 semester hours of Environmental Health courses are required. Several of these courses have biology, chemistry, or physics prerequisites. Probable prerequisites include: BSC 190, 260; CHE 140, 141, 220; and PHY 105 or their equivalents.
- Required HSC courses (12 hours): HSC 150, 251, 252, 350.
- 9 semester hours of electives selected from: HSC 253, 254, 255, 289 (Environmental Toxicology), 289 (Solid and Hazardous Waste Management) 351, 355, 389 (Environmental Health Impact Analysis).

Health Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

MAJOR IN HEALTH EDUCATION

- 37 hours required. Part of entitlement program leading to certification: Secondary (6-12).
- Required courses (26 hours): BSC 160, 181, 182, HSC 190, 288, 290 (4 hours), 296.
- Additional electives (11 hours) must be selected in consultation with an adviser with at least one course from four of the following ten groups, with 189, 289, or 389 courses substituting as approved.

1. Growing and Developing Organisms: PSY 112; C&I 210.
2. Ecological Relationships: HSC 150, 155; BSC 202.
3. Disease Control: BSC 201, 260.
4. Human Sexuality and Family Life: HEC 131, 231; PSY 123 or SAS 123.
5. Food Practices and Eating Patterns: AGR 101; HEC 106, 196.
6. Consumer Health Sources and Resources: HSC 100; BEA 330 or HEC 330.
7. Safety: IT 171; HPR 180, 280; HSC 256.
8. Mood Modifying Substances: IT 371; HSC 390.
9. Personal Health Practices: BSC 145; HEC 212.
10. Mental and Emotional Health: PSY 131, 232; SAS 131.

All Health Education majors planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Program section of Catalog). Upon applying for admission to the program, the student must have completed a minimum of 6 hours in HSC courses at Illinois State, have contacted a departmental adviser to complete a departmental application and a projected program plan, and participate in a

personal interview if so requested. Prior to enrolling in Student Teaching (HSC 399), the student must attend university and departmental orientation meetings and complete a university and departmental application. To be eligible to enroll in Student Teaching (HSC 399), the student must have been admitted to the University's Teacher Education Program by the stated deadlines.

All Health Education majors who are not seeking entitlement for certification to teach in secondary schools (6-12), should complete the following program:

- Required courses (26 hours): BSC 181, 182; HSC 190, 290 (4 hours), 292, 296, 297, 392.
- Additional electives (11 hours) must be selected in consultation with an adviser with at least one course from four of the ten groups listed above. In addition, an internship experience agreed upon by the student and coordinator of health education professional practice must be completed.

Community and Public Health Sequence: Required courses (37 hours): BSC 121, 190, 216, 219, 260, 304, 361, 283 or 360 or 383; HSC 259 (3 hours), 292, 297. Chemistry through organic chemistry and one year of general physics also required. In addition, an internship experience agreed upon by the department must be completed. Additional courses in communication, health sciences, psychology, philosophy, and sociology-anthropology-social work should be elected in consultation with an adviser.

MINOR IN HEALTH EDUCATION

— 30 hours required.

- Required courses (20-22 hours): Either HPR 181 and 182 or BSC 181 and 182; BSC 160; HSC 190, 290 (4 hours), 296.
- Elective courses (8-10 hours) selected in consultation with an academic adviser from HSC 288, 292, or 391 and including at least one course from two of the ten groups listed under the comprehensive major above, with 189, 289, and 389 courses substituting where applicable.

Medical Record Administration Program

Degree Offered: B.S.

COMPREHENSIVE MEDICAL RECORD ADMINISTRATION MAJOR

Admission Requirements: All students admitted to the Medical Record Administration program are required to go through a special admission process. A projected program for each applicant must be planned in consultation with a faculty member of the Medical Record Administration program. In addition, each applicant must have successfully completed or be enrolled in approved preprofessional courses. A GPA of 2.5 is required for admission and retention in the program. Graduates of the program are eligible, and are expected to write the National Registration Examination administered by the Psychological Corporation. Those who pass the registration examination are entitled to use the designation RRA (Registered Record Administrator) after their names.

Accreditation: The program is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association in collaboration with the American Medical Record Association.

- 40 hours of professional coursework plus 25 hours of preprofessional courses as specified below for admission to the program. Note: Because of prerequisites or

lack of prior skill, this major may require more hours than indicated.

- Required professional courses: HSC 100, 105, 200, 201, 202, 210, 211, 220, 230, 248, 300, 310, 340, 348.
- Preprofessional courses required for admission to the program include: BSC 160, 181, 182; CHE 104 or 110; and courses approved by a faculty adviser in the Medical Record Administration Program in statistics, data processing, and business organization and management. Note: Non-business majors who desire to elect more than 25 percent (30 credits) of their course work in business must meet all College of Business requirements for graduation.
- Students must have a 45 word-per-minute typing proficiency.

Medical Technology Program

Degree Offered: B.S.

COMPREHENSIVE MEDICAL TECHNOLOGY MAJOR

- 49 hours of preprofessional courses as specified below plus 32 hours of clinical residency. *Note: Because of prerequisites or lack of prior skill, this major may require more hours than indicated.*
- Required preprofessional courses: HSC 260; BSC 190, 216, 260, 283, 361; CHE 140, 141, 215, 220, 242; MAT 110. Strongly recommended courses: BSC 219; PHY 105 or 108; HSC 160, 261, 262.
- Required clinical residency: 32 hours of clinical courses in an AMA-NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) approved hospital school of medical technology affiliated with Illinois State University. The required professional courses are: HSC 362, 363, 364, 365, 366, 367, 368, and 369. Specific credit hours for each course are determined by the hospital schools of medical technology.

All students admitted to the Medical Technology Program are required to go through a special admission process. A student should plan the specific program of study in consultation with a faculty member of the Medical Technology Program in the Department of Health Sciences. Seminars and independent study are available for students desiring additional study. Students must apply for acceptance into a hospital for the clinical residency. The twelve-month residency involves work in several laboratory departments and technical instruction in hematology, clinical chemistry, blood banking, pathogenic microbiology and other aspects of laboratory medicine. Graduates of the program are eligible and are expected to write a national registry examination.

Health Sciences Courses

100 INTRODUCTION TO THE HEALTH COMMUNITY 3 US-7 F.S.Summer

Formerly AHP 100.

Health care facilities and agencies, their organizational patterns, financing and regulations; the role of health related professionals, their interrelationships and responsibilities.

105 MEDICAL TERMINOLOGY 3 F.S.Summer

Formerly AHP 105.

Study of basic language related to medical science and allied health specialties with emphasis on word analysis,

construction, definitions, pronunciation, spelling and standard abbreviations.

150 INTRODUCTION TO ENVIRONMENTAL HEALTH 2 F.S.

CHE 140-141, BSC 190 or equiv. Lectures. Formerly AHP 150.

Survey of environmental health topics designed to acquaint the student with the broad scope of environmental control and the interrelationship of individual programs in a comprehensive environmental health organization.

155 MAN AND ENVIRONMENT: A HEALTH PERSPECTIVE 3 US-7 F.S.Summer

Not for credit maj min. Formerly AHP 155.

Provides students with a conceptual framework for the study and analysis of man-environmental health problems in daily activities.

156 APPLIED FOOD SERVICE SANITATION 2 F

Not for credit Env. Health maj min. Also offered as HEC 156.

A review of the practices and laws governing the sanitation of Food Service facilities.

160 INTRODUCTION TO MEDICAL TECHNOLOGY 2 F.S.Summer

Cons inst. Formerly AHP 160.

Study of profession of Medical Technology emphasizing origin, goals, organizational structure, professional requirements, interrelationships with other professions, professional ethics, and considerations for future.

190 FOUNDATIONS OF HEALTH EDUCATION 3 F.S.

Health Education comprehensive maj min only. Formerly HPR 190.

The historical and philosophical perspectives of the development of health education. A comparison of the major concepts and theories of health and characteristics of health education programs in schools and communities.

191 WELL BEING AND THE HEALTH OF WOMEN 3 F

Formerly HPR 191.

Identification and investigation of contemporary personal and health concerns of the American woman, including observation of alternative life styles.

194 HEALTHFUL FAMILY LIVING 2 US-7 F.S.

Formerly HPR 194.

Introduction to the health of the family as illustrated through illness patterns, stress, abuse, and health behavior.

196 DRUGS AND LIFE STYLES 2 US-7 F.S.

Formerly HPR 196.

An examination of human, social, and cultural issues surrounding the problems of drug abuse. Personal motivations and behaviors are identified.

200 HEALTH INFORMATION MANAGEMENT 3 F.S.

HSC 100, 105, 210. Maj only or cons inst. Formerly AHP 200.

Materials charge optional.

Practical applications of word processing and management concepts to health record systems.

201 FUNDAMENTALS OF MEDICAL SCIENCE I 3 F

HSC 100, 105; BSC 181, 182. Maj only. Formerly AHP 201.

Relationship between human organism and disease processes, including treatment and management of patients.

202 FUNDAMENTALS OF MEDICAL SCIENCE II 3 **S**

HSC 201. Formerly AHP 202.

Continuation of HSC 201.

210 INTRODUCTION TO MEDICAL RECORDS ADMINISTRATION 3 F.S

Formerly AHP 210. Materials charge optional.

A survey of the history of medical records and the profession. Analysis of record content, stressing accuracy, completeness, and correlation of data. Numbering and filing systems with emphasis on retention policies and storage methods.

211 NOSOLOGY AND HEALTH DATA MANAGEMENT 3 F.S

HSC 100, 105, 200, and SAS 240 or PSY 240. Maj only.

Materials charge optional. Formerly AHP 211.

A study of disease and operative classification systems and specialized medical nomenclatures. Analysis of data collection and retrieval. Computation of hospital statistical data.

220 ORGANIZATION AND MANAGEMENT OF RECORD CENTERS 3 F.S

HSC 100, 105, 200; MAM 220. Maj only. Formerly AHP 220.

Application of principles of organization and management to development and administration of health record centers.

230 LAW, HEALTH CARE, AND DOCUMENTATION 2 F.S

HSC 100, 105, 210. Maj only. Formerly AHP 230.

Federal, state, and local laws governing the preparation and use of medical records.

248 DIRECTED PRACTICE 2 F.S.Summer

Maj only or cons inst. Formerly AHP 248.

Student assignment to medical records centers for direct experience.

251 HYGIENE OF HOUSING AND RESIDENTIAL ENVIRONMENTS 3 F

CHE 140-141, BSC 190, PHY 105. Formerly AHP 151.

Principles of healthful housing; building codes, standards, housing ordinances, appraisal methods, urban planning, insect/rodent control, individual water and sewage treatment, energy conservation, and housing rehabilitation.

252 ENVIRONMENTAL HEALTH ASPECTS OF WATER AND WASTEWATER 3 F

CHE 220, BSC 260. Lecture and laboratory. Materials charge optional.

Evaluation of sources of water supply, quantity and quality requirements, changes affected by water use; current and developing techniques for individual and community water supply and wastewater management.

253 INTRODUCTION TO OCCUPATIONAL HEALTH 3 F

CHE 140-141, 220 or 230; HPR 182 or BSC 181. Not for credit if had HSC or IT 356. Lecture and laboratory. Formerly AHP 253.

Study of health problems encountered in industry and various occupations, including adverse conditions of temperature, humidity, noise, radiation, chemical and physical irritants.

254 CONTROL OF INSTITUTIONAL ENVIRONMENTS 3 S

CHE 140-141, 220 or 230; BSC 190, 260; or equiv. Lecture and laboratory. Formerly CONTROL OF HOS-

PITAL AND INSTITUTIONAL ENVIRONMENT and AHP 254.

Environmental health aspects of hospitals, nursing homes, penal institutions, schools, colleges and universities. Control of physical, chemical and microbiological hazards.

255 CONTROL OF RECREATIONAL ENVIRONMENTS 3 S

BSC 260 and CHE 220 or equiv. Lecture and Laboratory. Conc reg rec with HSC 254.

Environmental health aspects of planning, operation and control of recreational facilities. Facilities covered include swimming facilities, campgrounds, amusement areas, playgrounds, and mass gatherings.

256 OCCUPATIONAL PHYSICAL HEALTH HAZARDS AND THEIR CONTROL 3 S

HSC 253. Lecture and laboratory. Materials charge optional.

A study of radiation, noise, and temperature stresses in the occupational environment which includes health effects and control.

257 OCCUPATIONAL AIR CONTAMINANTS AND THEIR CONTROL 3 S

HSC 253. Lecture and laboratory. Materials charge optional.

A study of air contaminants found in the occupational environment which includes health effects, monitoring, and control.

258 EPIDEMIOLOGY 3 F

BSC 160 or BSC 260, MAT 110 req.

Principles and methods governing the surveillance and investigation of disease and injury in human populations.

259 HEALTH CENTER 1-6

HSC 292. Formerly BSC 259.

Health legislation, services, and education programs.

260 INTRODUCTION TO THE MEDICAL LABORATORY: IMMUNOHEMATOLOGY AND SEROLOGY 4 F.S. Summer

CHE 215, enrollment in Med Tech prgrm or cons inst. Lecture and laboratory. Materials charge optional. Formerly AHP 260.

The principles and procedures of immunohematology (blood banking) and serology.

261 INTRODUCTION TO THE MEDICAL LABORATORY: HEMATOLOGY 3 F.S

CHE 215, BSC 260, enrollment in Med Tech prgrm or cons inst. Lecture and laboratory. Materials charge optional. Formerly INTRODUCTION TO THE MEDICAL LABORATORY I, AHP 261.

Investigation of observable phenomena that provide basis for tests used as aids to diagnoses of disease processes. Uses, misuses and limitations of laboratory equipment are considered.

262 INTRODUCTION TO THE MEDICAL LABORATORY: APPLIED CLINICAL ANALYSIS 3 F.S

CHE 215, BSC 216, enrollment in Med Tech prgrm or cons inst. Lecture and laboratory. Materials charge optional. Formerly INTRODUCTION TO THE MEDICAL LABORATORY II.

The principles and procedures of chemical analysis of body fluids in the clinical laboratory. The use of clinical instrumentation is stressed.

268 SCHOOL HEALTH 2or4 F.S

BSC 145. HSC 190, 290.01. Health Education Teaching

majors required to take 4 hours. Health Education non-teaching majors should enroll for 2 hours. Health Education minors, 2 or 4 hours. Formerly BSC 248 and HSC 298.

An overview of the school health program, with special emphasis on the health needs of school-age children. The investigation of materials and methodologies appropriate for health education.

290 CONTINUING SEMINAR IN HEALTH EDUCATION 1 F.S

Health Education maj min only. Must be repeated for max 4 hours credit as 290.01, 290.02, 290.03, and 290.04. C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc reg req. Incl Clin Exp. Formerly HPR 290.

Experiences including agency and laboratory visitations; communication of new methods and materials; synthesis of interdisciplinary experiences; and student advisement.

292 COMMUNITY PUBLIC HEALTH 2 S
Formerly BSC 242.

Introduction to public health at local, state, and national levels, including the relationships among public health departments, voluntary health agencies, and schools. Includes emphasis on selected community health problems.

294 HEALTH EDUCATION AND ENVIRONMENTAL QUALITY 3 S
Formerly HPR 294.

Role of health education in an individual's relationships with other persons, technology and culture, and the quality of environment generated.

295 HONORS SEMINAR 3 F.S
Formerly HPR 295.

Advanced readings and critical discussion of health education with broad areas of concern in social, cultural, philosophical, and scientific bases.

296 HUMAN POTENTIAL AND HEALTH EDUCATION 3 F.S
HSC 190 and 1 hr. of HSC 290 or cons inst. Formerly HPR 296.

An examination of the physical, mental-emotional and social dimensions of growing and developing, interacting, and decision-making. The interrelationships of these life processes, determinants of health, will be used to illustrate how man may further develop quality of life through health education.

297 MODERN HEALTH PROBLEMS 3 S
Formerly BSC 240.

Emphasis on recent developments in selected critical health areas and their application to individual health habits and attitudes.

300 MEDICAL INFORMATION SYSTEMS DESIGN 3 F.S
HSC 220, ACC 260. Maj only. Formerly AHP 300.

Application of computer technology to the health sciences, systems analysis, medical audits and quality assurance programs.

310 MEDICAL RECORDS ADMINISTRATION SEMINAR 2 F.S
HSC 211, 220 req. Maj only. Formerly AHP 310.

Literature survey and intensive exploration of effective methods of identifying and solving problems encountered in the administration of health record centers.

340 TRENDS IN HEALTH CARE DELIVERY 3 F.S
HSC 210, 211, 220 and/or cons of inst req.

Intense analysis of emerging nontraditional and special-

ized health care facilities; their organizational patterns, accreditation standards, legal requirements and special documentation needs. Site visits and reports required.

348 CLINICAL PRACTICUM AND RESIDENCY 4 F.S. Summer
Maj only and cons program director req. Formerly AHP 348.

Rotation and project assignments in medical record centers in Illinois area health facilities.

350 FOOD PROTECTION AND SANITATION 3 F
BSC 260, CHE 220 or equiv req. Lecture and laboratory. Materials charge optional.

An intensive study of the laws, principles, and techniques applied in the protection of food and milk for human consumption.

351 ENVIRONMENTAL HEALTH SEMINAR 1 F.S
Cons program director. May be repeated once. Senior standing. Maj in Env Hlth Program. Formerly AHP 351.

Supplement to formal coursework dealing with contemporary topics in environmental pollution, occupational health and institution environmental quality administration. Content will vary at discretion of instructor.

355 ENVIRONMENTAL HEALTH DECISION PROCESSES 3 S
Sr maj in Env Hlth prgrm or cons inst. Lecture.

An intensive study of the decision making techniques, organizational structure, inter-agency relationships, program methodologies, and legal aspects of environmental health practice.

356 OCCUPATIONAL HEALTH FOR SAFETY PROFESSIONALS 3 F.S
Not for credit Env Health maj min or if had HSC 253. Also offered as IT 356. Formerly AHP 356.

A study of the relationships, effects and methods of control of chemical, microbiological, radiological and physical hazards and stresses on the health, efficiency and well-being of employees.

357 OCCUPATIONAL HYGIENE FIELD SURVEY TECHNIQUES 3 F
HSC 256, 257. Lecture and laboratory. Materials charge optional.

Application of the techniques for identifying, evaluating, and controlling health hazards in the occupational environments.

360 SEMINAR IN MEDICAL TECHNOLOGY 2 F.S
CHE 215, BSC 216, 260, enrollment in Med Tech program req.

Review of current literature in clinical laboratory science and the development of a research paper and/or project.

362 CLINICAL BIOCHEMISTRY 1-10 F.S. Summer
90 hours including University Studies and the following required courses: HSC 260; BSC 190, 216, 260, 261, 283; CHE 140, 141, 215, 220, 242; MAT 110. Acceptance into an affiliated hospital School of Medical Technology. May be repeated. Max 10 hrs.

Concentrated laboratory instruction and theoretical applications of clinical biochemistry. Current testing procedures, instrumentation, and quality assurance are studied.

363 CLINICAL SEROLOGY AND IMMUNOLOGY 1-5 F.S. Summer

90 hours including University Studies and the following required courses: HSC 260; BSC 190, 216, 260, 261,

283; CHE 140, 141, 215, 220, 242; MAT 110. Acceptance into an affiliated hospital School of Medical Technology. May be repeated. Max 5 hrs.

Basic immunology, serological reactions, and current serology testing procedures are covered. A concentrated laboratory experience is included.

364 CLINICAL URINALYSIS AND MICROSCOPY 1/2-4 F.S.Summer

90 hours including University Studies and the following required courses: HSC 260; BSC 190, 216, 260, 261, 283; CHE 140, 141, 215, 220, 242; MAT 110. Acceptance into an affiliated hospital School of Medical Technology. May be repeated. Max 4 hrs.

Lecture and laboratory experience and routine and special urinalysis procedures. Basic microscopy use and maintenance are emphasized.

365 CLINICAL PARASITOLOGY 1/2-3 F.S.Summer

90 hours including University Studies and the following required courses: HSC 260; BSC 190, 216, 260, 261, 283; CHE 140, 141, 215, 220, 242; MAT 110. Acceptance into an affiliated hospital School of Medical Technology. May be repeated. Max 3 hrs.

General techniques for identification of clinically significant parasites and yeast. Morphology, symptomology, and epidemiology are stressed. A concentrated laboratory experiences included.

366 SPECIAL TOPICS 1/2-4 F.S.Summer

90 hours including University Studies and the following required courses: HSC 260; BSC 190, 216, 260, 261, 283; CHE 140, 141, 215, 220, 242; MAT 110. Acceptance into an affiliated hospital School of Medical Technology. May be repeated. Max 4 hrs.

Selected topics of professional significance. May include management, pathology, medico-legal aspects, and basic teaching principles.

367 CLINICAL HEMATOLOGY 1-6 F.S.Summer

90 hours including University Studies and the following required courses: HSC 260; BSC 190, 216, 260, 261, 283; CHE 140, 141, 215, 220, 242; MAT 110. Acceptance into an affiliated hospital School of Medical Technology. May be repeated. Max 6 hrs.

Study of formed elements of blood under normal and stress conditions. Abnormalities and basic morphological changes due to disease states are studied. Study of coagulation principles is included.

368 CLINICAL MICROBIOLOGY 1-9 F.S.Summer

90 hours including University Studies and the following required courses: HSC 260; BSC 190, 216, 260, 261, 283; CHE 140, 141, 215, 220, 242; MAT 110. Acceptance into an affiliated hospital School of Medical Technology. May be repeated. Max 9 hrs.

Comprehensive medical microbiology. Included are taxonomy of pathogens, identification, culture methods and procedures, and antibiotic sensitivity testing.

369 CLINICAL IMMUNOHEMATOLOGY 1-5 F.S.Summer

90 hours including University Studies and the following required courses: HSC 260; BSC 190, 216, 260, 261, 283; CHE 140, 141, 215, 220, 242; MAT 110 req. Acceptance into an affiliated hospital School of Medical Technology. May be repeated. Max 5 hrs.

Theory and practice of immunohematology. Includes study of blood groups, compatibility testing, hemolytic disease of the newborn, blood transfusion, and component preparation.

390 MOOD MODIFYING SUBSTANCES AND THEIR EDUCATIONAL IMPLICATIONS 3 F

Formerly HPR 390.

Psychological, social, medical, legal and economic aspects of use, misuse and abuse of substances will be explored along with the implications for education.

391 ADMINISTRATION OF SCHOOL HEALTH PROGRAMS 3 F

Formerly BSC 340.

Development and organization of school health programs including services, environment, and instruction.

392 VALUES AND HEALTH 3 S

Exploration of the valuing process and its relationship to health and health education. Development of skills and techniques of value clarification for use in health education with clients.

398.01 PROFESSIONAL PRACTICE: ENVIRONMENTAL HEALTH INTERNSHIP 3-12 F.S.Summer

Cons prgrm dir req. May be repeated. Max 12 hrs. Formerly SUPERVISED FIELD INTERNSHIP IN ENVIRONMENTAL HEALTH and AHP 398.

Planned, supervised experience in a governmental, industrial or institutional organization, providing on-the-job training and introduction to a career in an environmental health program.

398.02 PROFESSIONAL PRACTICE: FIELD EXPERIENCE IN HEALTH EDUCATION 2-9 F.S.Summer

2.5 GPA in major; HSC 290.01, 290.02 req. Extended field and in-service experience under the guidance of qualified personnel in health education.

HOME ECONOMICS (HEC)

144 Turner Hall

Chairperson: Bessie D. Hackett.

Faculty: Professors: Hackett, Smith. Associate Professor: Carr, Hale-Sprengle. Assistant Professors: Batsche, Benardot, Bremer, Hayden, Ireland, Jett, Stemm, Upton, Webb-Lupo. Instructors: Cantlon, Garner, Gentry, Gosch, Harshbarger, Lane, Shannon, Stahl.

Home Economics Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

COMPREHENSIVE HOME ECONOMICS MAJOR

— 52 hours of Home Economics and specified according to each sequence.

Child Development and Family Relationships Sequence: Core requirements: HEC 110, 114, 116, 117, and 115 or 118. Sequence requirements: HEC 231, 250, 307, 308, 309, 310, 398 (2 consecutive semesters, 3 hours each); 11 remaining semester hours selected with adviser approval from ART 101, 111; BSC 204; COM 170, 225; CJS 322; C&I 300, or 301; EAF 331; HPR 162; HSC or HEC 156, 292; HEC 115 or 118, 212, 287, 314; IT 128; MUS 270; PSY 123 or SAS 123; PSY 301, 303, 305, 347, 365; SED 220, 347; SAS 221, 223, 323, 325, 335, 342. Following courses are strongly recommended as University Studies or as general electives: COM 123, 240; PSY 111, 112; SAS 180, 261, 262; SED 109.

Consumer Services Sequence: Core requirements: HEC 110, 114, 115, 116, 117, 118. Sequence requirements: 31 remaining semester hours selected with adviser approval; it is strongly recommended that HEC 232, 287, 320, 330, 331, 343, 398 be selected; other hours may be selected from HEC 212, 213, 245, 316, 323, 327, 328. Appropriate experimental courses and workshops may be substituted for the above courses with the approval of the department chairperson as HEC 393 (Utilization of Community Consumer Resources), 393 (Consumer Household Appliance Alternatives). Remaining semester hours selected from BEA 115, 117, 215, 340; COM 162, 163, 165; FAL 210; MAM 220, 230, 231, 232, 233. Following courses are strongly recommended as University Studies or as general electives: ACS 140; BEA 111; CHE 102; COM 160; ECO 100, 101; IT 171.

Foods-Nutrition or Dietetics Sequence: Core requirements: HEC 110, 114, 116, 117, 118. Sequence requirements: CHE 110, 112; HEC 213, 311, 316, 320, 398; remaining semester hours selected with adviser approval from ACS 168; BSC 160 or 260; CHE 242; COM 240, 241, 365; HPR 182; HSC or HEC 156; HEC 115, 211, 287, 313, 319. Following courses are strongly recommended as University Studies or as general electives: CHE 220; COM 160, 167; ECO 100; HPR 182; PSY 111, 131.

Housing and Environmental Design Sequence: Core requirements: HEC 110, 114, 115, 117, 118. Sequence requirements: ART 352, 372; HEC 338, 340, 345; IT 211; 10 remaining semester hours selected from ART 103, 352, 369, 378; HEC 114, 116, 218, 242, 248; IT 221; MAM 230, 234.

Fashion Merchandising Sequence: Core requirements: HEC 110, 114, 115, 117, 118. Sequence requirements: ART 103 or 111; HEC 122, 249, 398; MAM 230; Min. of 4 of the following HEC courses 116, 220, 221, 222, 229, 322, 323, 324, 326, 327, 328; Min. of 2 of the following MAM courses 233, 234, 335. Following courses are strongly recommended as University Studies or as general electives: ACC 131, 132; CHE 104 or 110; ACS 140; ECO 100, 101; PSY 111; SAS 106. Students interested in Fashion Design should elect ART 104, 213, 214; HPR 181; HEC 220, 222, 228, 322, 324 as additional courses toward graduation.

General Home Economics Sequence: Core requirements: HEC 110, 114, 115, 116, 117, 118. Sequence requirements: HEC courses selected with the consultation of an academic adviser.

COMPREHENSIVE HOME ECONOMICS EDUCATION MAJOR

— 55 hours in Home Economics and specifically related fields required. Minimum of 8 hours in at least 3 sequence areas required. Part of entitlement program leading to certification: secondary 6-12.

— Required courses: HEC 110, 114, 115, 116, 117, 118, 122, 203, 213, 382 ART 103 or 111.

Students who have not had high school laboratory courses in biological and physical sciences are urged to include one or more courses in each area to meet University Studies requirements. Courses for Early Childhood Education certification (early childhood below 6 years of age) can be combined with this comprehensive major.

MAJOR IN HOME ECONOMICS

— 37 hours in Home Economics and specified according to each sequence.

Child Development and Family Relationships Sequence: Core requirements: HEC 110, 114, 116, 117. Sequence requirements: HEC 231, 250, 307, 308, 309, 310; 6 remaining semester hours selected with adviser approval from HSC 156; HEC 115, 118, 212, 287, 314, 398.

Consumer Services Sequence: Core requirements: HEC 110, 114, 115, 116, 117, 118. Sequence requirements: 16 remaining semester hours selected with adviser approval; it is strongly recommended that HEC 232, 320, 331, 343, 398 be selected; other hours may be selected from HEC 212, 213, 245, 287, 316, 323, 330, 393 (Utilization of Community Consumer Resources), 393 (Consumer Household Appliance Alternatives). Following courses are strongly recommended as University Studies or as general electives: ACS 140; BEA 111, 215; CHE 102; ECO 100, 101; IT 171. A minor in Business Administration or Public Relations is highly recommended.

Foods-Nutrition or Dietetics Sequence: Core requirements: HEC 110, 116, 117, 118. Sequence requirements: CHE 110, 112; HEC 213, 311; remaining semester hours selected with adviser approval from ACS 168; COM 240, 241; HSC or HEC 156; HEC 114, 115, 211, 287, 313, 316, 319, 320, 398; HPR 182. Students interested in Dietetics must complete the following courses for American Dietetics Association (ADA) transcript evaluation: ACS 168; BSC 160; CHE 220, 242; COM 110, 225, 240, 297; C&I 216; ECO 100, 101; HPR 182; HEC 211, 316, 319, 320, 398; MAM 220; MAT 105; PSY 111, 215, 240; SAS 106, 180. Following courses are strongly recommended as University Studies or as general electives: BSC 145; COM 160, 167, 241; PSY 131.

Housing and Environmental Design Sequence: Core requirements: HEC 110, 115, 117, 118. Sequence requirements: ART 372; HEC 338, 340; IT 211; 10 remaining semester hours selected from ART 103, 352, 369, 378; HEC 114, 116, 218, 242, 248; IT 221; MAM 230, 234.

Fashion Merchandising Sequence: Core requirements: HEC 110, 115; Min. of 2 courses from HEC 114, 116, 117, 118. Sequence requirements: ART 103 or 111; HEC 122, 249, 398; MAM 230; Min. of 3 of the following HEC courses 220, 221, 222, 228, 229, 322, 323, 324, 326, 327, 328. Following courses are strongly recommended as University Studies or as general electives: ACC 131; CHE 104; ACS 140; ECO 100, 101; PSY 111; SAS 106. A minor in Business Administration is highly recommended, including MAM 233, 234, 335. Students interested in Fashion Design should elect ART 104, 213, 214; HPR 181; HEC 220, 222, 228, 322, 324 as additional courses toward graduation.

General Home Economics Sequence: Core requirements: HEC 110, 114, 115, 116, 117, 118. Sequence requirements: HEC courses selected with the consultation of an academic adviser.

MAJOR IN HOME ECONOMICS EDUCATION

— 38 hours in Home Economics and specifically related fields required. Minimum of 8 hours in at least 2 sequence areas required. Part of entitlement program leading to certification 6-12.

— Required courses: HEC 110, 114, 115, 116, 117, 118, 122, 203; ART 103 or 111.

Students who have not had high school laboratory courses in biological and physical sciences are urged to include one or more courses in each area to meet University Studies requirements.

MINOR IN HOME ECONOMICS

— 24 hours in Home Economics required.

— Required courses: Three of the following core courses: HEC 114, 115, 116, 117, 118.

MINOR IN HOME ECONOMICS EDUCATION

Note: This minor is not offered currently pending approval of the deletion by the Board of Regents.

— 24 hours in Home Economics required.

— Required courses: HEC 114, 115, 116, 117, 118, 203.

Home Economics Courses

106 NUTRITION 2 US-7 F.S

Not for credit maj min. Materials charge optional.

Functions, sources, and recommended amounts of nutrients for various age groups. Evaluation of eating patterns.

110 INTRODUCTION TO HOME ECONOMICS 1 F

Incl Clin Exp. Materials charge optional.

Development of Home Economics; contributions of field; satisfactions derived from various areas; career opportunities.

X 114 INDIVIDUAL AND FAMILY DEVELOPMENT 4 F.S

Materials charge optional. Formerly CONTEMPORARY PERSONAL AND FAMILY LIVING and HEC 194.

Overview of the development of an individual throughout the life span within the context of the developing family unit.

115 TEXTILES AND APPAREL 4 F.S

Materials charge optional. Formerly HEC 195.

Factors related to personal satisfaction in selection and use of apparel; exploration of textile fibers and fabrication.

116 NUTRITION WITH FOOD PREPARATION 4 F.S

Materials charge optional. Formerly HEC 196.

Knowledge and skills associated with meeting nutritional needs of individuals and families through food preparation.

117 CONSUMER MANAGEMENT 4 F.S

Materials charge optional. Formerly HEC 297 and 197.

Management through decision-making process to achieve the best use of resources and consumer knowledge.

118 HOUSING AND EQUIPMENT 4 F.S

Materials charge optional. Formerly HEC 298 and 198.

Fundamental decisions in the consumer choice of dwelling and the selection, use, and care of household equipment.

121 BEGINNING GARMENT CONSTRUCTION 3 S

Materials charge optional.

Selection of fabrics and patterns; principles of construction and fitting. Designed for the student without a sewing background.

122 CLOTHING CONSTRUCTION I 3 F.S

HEC 115. Clothing construction experience. Materials charge optional.

Techniques of garment construction. Elementary fitting of basic dress and/or shirt. One or two garments completed. Sewing background necessary.

131 COURTSHIP AND MARRIAGE 3 US-7 F.S

Not for credit maj min. Materials charge optional.

Dynamics of dating, courtship, mate selection, preparation for marriage; adjustments in marital/interpersonal relations.

132 HOME MANAGEMENT IN CONTEMPORARY LIFE 3 US-7 F.S

Not for credit maj min. Materials charge optional.

Principles, decision-making processes of using money, time, energy to meet individual and family needs.

156 APPLIED FOOD SERVICE SANITATION 2 F

Also offered as HSC 156. Lecture. Not for credit for Env Health maj min.

A review of the practices and laws governing the sanitation of food services facilities.

203 COMPETENCIES FOR TEACHING 4 F.S

C&I 200 (6 hours) or 200.03 (grade of C or better req.) or 215 (2 hours) req or conc reg. Incl Clin Exp.

Curriculum planning, teaching, and evaluation strategies, and professionalism for vocational and career education teachers.

211 DIET THERAPY 3 S

HEC 116 req. Materials charge optional. Formerly NUTRITION AND DIETETICS.

Planning modified diets and studying underlying diseases. Nutritional counseling of individuals and groups.

212 FAMILY HEALTH AND HOME NURSING 2

Materials charge optional.

Relation of individual health and family well-being. Prevention of illness and accidents. Home care of ill and convalescent.

213 MEAL PLANNING 3 F.S

HEC 116 req. Materials charge optional.

Meal planning based on criteria of nutritive requirements, marketing challenges, and utilization of resources. Preparation and service of family dinners.

218 ENERGY SYSTEMS FOR RESIDENTIAL DESIGN 2 S

HEC 118, IT 211 req. Materials charge optional.

The design and evaluation of appropriate energy systems in residential construction. Includes heating/cooling, lighting, major appliances, and sound.

220 CLOTHING CONSTRUCTION II 3 F.S

HEC 122. Materials charge optional.

Advanced garment construction study. Experience working with various fabrics, garment styles and fitting variations.

221 TAILORING 3 F

HEC 220 req. Offered odd numbered years. Materials charge optional.

Suit and coat construction using recognized tailoring techniques.

222 FASHION HISTORY 3 S

HEC 115 req. Materials charge optional.

A study of the changes in and occurring cycles of western

world high fashion as related to current fashion trends.

228 COSTUME DESIGN 2 S

HEC 115 req and ART 103 or 111 req. Materials charge optional. Formerly HEC 123.

Application of art principles to apparel creation. Idea development from conception through production to retailing. Style nomenclature emphasized.

229 FASHION ACCESSORIES 2 F

HEC 115 req.

Accessories for men, women, and children in relation to materials and processes, government regulations, sources, and merchandising techniques.

X 231 FAMILY RELATIONSHIPS 3 F.S

HEC 114 or C&I 210 req. Materials charge optional.

Functions of productive family units to fulfill individual and group needs. Emphasis on the skills needed by the parent.

232 ADVANCED HOME MANAGEMENT CONCEPTS 3 S

HEC 117 or 132 req.

Problem solving approach to the use of managerial components and their functional relationships to the complexities of today's living.

237	SLIPCOVERS AND DRAPERIES	2	Summer	311	NUTRITIONAL PROBLEMS OF SPECIAL GROUPS	3	F
	Sewing proficiency. Students furnish materials for projects. Materials charge optional. Offered odd numbered years.				HEC 116 or 106 req. Materials charge optional.		
	Application of art principles to interior design through selection and construction of draperies and slipcovers.				Nutritional needs of selected populations vulnerable to inadequate diet; emphasis on U.S. programs designed for groups at nutritional risk.		
242	DRAFTING FOR INTERIOR DESIGN	3	F	313	FOOD CUSTOMS	2	S
	IT 211 req. Materials charge optional.				HEC 213 req. Materials charge optional.		
	Equipment, media, and techniques for graphic presentation of architectural design and perspective concepts.				Influence of food customs of various ethnic groups on American meal patterns.		
245	HOME ECONOMICS ADULT EDUCATION	2	F	314	EARLY CHILDHOOD NUTRITION EDUCATION	3	F,S
	Materials charge optional.				Principles of nutrition and current research. Emphasis on the needs of young children. Guidance in implementing a sound nutritional education program.		
	Organization and methods used in adult programs. Trends in home economics applied to adult education.			316	FOOD INVESTIGATIONS	3	F
248	CONTEMPORARY INTERIOR DESIGN	2	F		HEC 213, CHE 110, and 112 req.		
	Study of philosophies and individuals who have influenced contemporary furnishings, interiors, and structures from 1850 to present.				Experimental approach to principles underlying food preparation.		
249	MERCHANDISING IN FASHION	3	S	319	QUANTITY FOODS	5	S
	75 completed hours req. Field trips req.				HEC 213 req. Materials charge optional.		
	Aspects related to a merchandising career in fashion: displays, salesmanship, store organization, sales promotion, and budgeting.				Application of principles, techniques, and standards required to produce food in quantity for institutional and commercial feeding.		
✓250	CHILD DEVELOPMENT AND GUIDANCE	3	F,S	320	DEMONSTRATION TECHNIQUES	2	F,S
	HEC 114 req. Incl Clin Exp. Materials charge optional.				Incl Clin Exp. Materials charge optional.		
	Observation including 32 hours of laboratory participation contributing to understanding and guidance of children				Techniques and standards for demonstrations in various areas of home economics.		
301	EVALUATION IN HOME ECONOMICS	2		322	PATTERNMAKING	3	S
	Materials charge optional.				HEC 122 req. Offered even numbered years. Materials charge optional.		
	Evaluation of home economics instruction and basic principles involved; methods and techniques; individual problems.				Making garment patterns by the flat pattern method.		
304	CURRICULUM DEVELOPMENT IN HOME ECONOMICS	3		323	ADVANCED TEXTILES	3	S
	Materials charge optional.				HEC 115 req. Lecture and laboratory. Materials charge optional.		
	Organization, methods, materials, and evaluation in relation to type of program and age level. Individual or group problems.				Developments in the textile field, particularly man-made fibers and their products. Textile testing techniques.		
307	INFANT AND PRESCHOOL CHILD	3	F	324	DRAPING AND DESIGN	3	S
	PSY 111 and HEC 114 req. Incl Clin Exp. Materials charge optional.				HEC 115, 122 req. Offered odd numbered years. Materials charge optional.		
	Research in the growth and behavior of the young child as related to family and society.				Interpretation of garment designs in fabric by means of the draping procedure. Body form may be constructed.		
308	ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS	3	S	326	FITTING AND ALTERATION	3	F
	Incl Clin Exp.				HEC 115, 122 req. Offered even numbered years. Materials charge optional.		
	Administration of early childhood programs and community services responsible for guidance of young children.				Investigation and comparison of various methods of fitting and altering garments and patterns to achieve a more acceptable effect.		
309	COPULE RELATIONSHIPS	3	F	327	CLOTHING AND BEHAVIOR	3	F
	HEC 114 req.				HEC 115, SAS 106, and PSY 111 req. Materials charge optional.		
	An interactional approach to the study of intimate male-female pairings: establishing couple relationships and developing effective intimate pairing communication.				An analysis of factors that influence behavior in respect to clothing selection.		
✓310	FAMILY CRIMES	3	S	328	ECONOMICS OF FASHION	3	F
	Cognitive and affective exploration of family crisis definition, the relationship-termination crises of death and divorce, and overview of professional helping resources.				HEC 115 and ECO 101 req.		
					A study of fashion as an economic force. Fashion's influence on production distribution and consumption of textiles and clothing.		
				330	DECISION-MAKING FOR CONSUMERS	3	F,S
					US-7		
					Also offered as BEA 330. Materials charge optional.		
					Survey of consumer problems, trends and information. Topics include: insurance, housing, credit, life style, consumer protection, leisure and achieving financial security.		

331 CONSUMER MATERIALS 3 F*HEC 117 req. Materials charge optional.*

Application and evaluation of print and non-print consumer materials.

338 HISTORY OF FURNISHINGS AND INTERIORS 3 S*Materials charge optional. Formerly FURNISHINGS and HEC 238.*

Furnishings and interiors from antiquity to the late 19th century.

340 APPLIED INTERIOR DESIGN 4 S*HEC 115, 118, and 242 req. Materials charge optional. Lecture and laboratory.*

Principles in designing interior environments to meet human needs. Laboratory devoted to development of renderings and presentations for portfolios.

343 CONSUMER HOUSING ALTERNATIVES 3*HEC 118 or cons inst req. Offered odd numbered years.*

Facts, concepts, and perceptions regarding the housing alternatives confronting consumers seeking housing commensurate with current needs and future demands.

345 ENVIRONMENTAL DESIGN AS A PROFESSION 2 S*HEC 340 req. Materials charge optional.*

Professional principles and practice of interior design careers, including systems, forms, and logistics of money and materials.

370 RESIDENTIAL DESIGN STUDIO 4 F*HEC 218, 242, 340; ART 352 req. Field trips req. Materials charge optional.*

Analysis of the total residential environment, applying elements and principles to projects. Emphasis on functional uses of form and space.

375 NON-RESIDENTIAL DESIGN STUDIO 4 S*HEC 370 req. Materials charge optional.*

Studies of design theory, division space and equipment of non-residential interiors to meet the physiological and psychological requirements of the persons involved.

380 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS 3 F,S*Also offered as AGR 380, BEA 380, and IT 305. Incl Clin Exp. Formerly ORGANIZATION AND ADMINISTRATION OF VOCATIONAL OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS.*

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

382 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS 3 S*Also offered as AGR 382, BEA 382, and IT 306. Incl Clin Exp. Formerly COORDINATION TECHNIQUES OF COOPERATIVE OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS.*

Coordination techniques needed for high school and postsecondary teacher coordination in integrating classroom activities with daily employment.

398 PROFESSIONAL PRACTICE: HOME ECONOMICS 1-4 F,S*Jr-sr standing (74 hrs) req; 100 percent core and 50 percent sequence req; 2.2 overall GPA req. May be repeated once. See adviser for additional sequence requirements. Prior approval of dept chrpn req.*

Planned and supervised work experience in government, community, business, or industry for subject areas: Child Development and Family Relationships; Consumer Services; Foods-Nutrition or Dietetics; Housing and Environmental Design; and Merchandising in Clothing and Textiles.

INDUSTRIAL TECHNOLOGY (IT)

211 Turner Hall

Chairperson: Everett N. Israel.**Faculty:** Professors: Anderson, Blomgren, Francis, Herberts, Israel, Johnston, Kagy, Loepf, Miller, Pendleton, Quane, Talkington, Weede, Zook. Associate Professors: Andrews, Bell, Budig, Dorner, Lockwood. Assistant Professors: Aman, Campbell, Kanagy, Mueller, Nelsen, Pontius, Samdahl, Young. Instructors: Cooley, Estrem, Hanks, Laing, Luschinski, Stier.

Industrial Technology is defined as the creative, systematic application of knowledge utilizing human and natural resources involving tools, equipment, techniques, processes, procedures, scientific principles, and management skills to produce and distribute goods, services and information to cope with change or to control environmental conditions and their effect on society and culture. Degree programs include Technology of Industry, Safety, and Industrial Education.

Technology of Industry and Industrial Education students are encouraged to specialize in one or more of the following areas of concentration: (1) construction; (2) wood technology; (3) metal technology; (4) plastics technology; (5) drafting; (6) computer application; (7) graphic arts; (8) electricity/electronics; (9) automotive/power; (10) alternative (solar) energy. Those preparing to teach industrial vocational subjects must meet requirements set forth by the Illinois Office of Education. A detailed explanation is available at the Departmental office.

Students in the Safety program are required to specialize in Occupational Safety or Traffic and Safety Education.

The academic standards of the University apply to all students enrolled in the Department of Industrial Technology. **The following additional standard applies to students enrolled as majors in the department: after acquiring 60 semester hours of college credits, a student must maintain a cumulative grade point average of at least 2.0 to be retained as a major in the department.**Students who are majoring in Safety, Technology of Industry, and Industrial Education may enroll in sections of courses labeled *Majors Only*. General students and all other majors should select sections of courses that are not designated for *Majors Only*.

Non-business majors who desire to elect more than 25 (30 credits) of their courses work in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with the written permission of the College of Business advisor.

Technology Programs

Degrees Offered: B.S., B.S. in Ed.

Technology of Industry Program: Technology of Industry is a technically oriented curriculum related to the

processes, products, and problems of industry including: (a) the knowledge and understanding of materials and production processes, principles of distribution, and concepts of industrial management and human relationships; (b) experiences in communication skills, humanities, and social sciences; and (c) a proficiency in the application of physical sciences, mathematics, design, technical skills and principles to permit the graduate to cope with managerial, supervisory, and research and development facets of industry.

COMPREHENSIVE TECHNOLOGY OF INDUSTRY MAJOR*

- 55 hours required.
- Pass Algebra and Trigonometry sections on Math entrance exams, or complete MAT 107 and MAT 108, or MAT 109, or equivalents (MAT 110, 115, or 120). Hours don't count in major.
- Complete at least one of the following courses as a Natural Science Studies group requirement of University Studies, or as a general elective: CHE 110 - 112, 140, 150; PHY 105, 108, 110. Hours don't count in major.
- Required technical core courses: IT 171, 190, 191, 192, 289 (Principles of Technical Design and Drafting); MAM 220.
- Minimum of 17 hours in not more than two technical specialties. (See departmental advisement sheets that identify courses for each technical specialty.)
- 9 hours from one of the following areas:**
 - Production support area: IT 212, 230, 233, 240, 241, 242, 244, 261, 263, 285, 330.
 - Business support area: MAM 221, 227, 230, 323; HIS 256; PSY 230; IT 311, 381; ECO 225, 320, 355.
 - Design and Technical Communication support area: ART 226, 227, 326; BEA 115; COM 110, 123, 160, 227, 228, 241; ENG 145, 249; IT 250, 349; ACC 160; ACS 164, 168, 169, 283, 363, 364.

*Only core courses (IT 171, 190, 191, 192) may be used to meet the requirements for a double major or minor in Industrial Education, or Safety.

**Courses can count only once toward an area requirement in the comprehensive major. No more than 6 hours may be used to meet the requirement of the Comprehensive Industrial Technology Major from another major or minor outside the department.

MAJOR IN TECHNOLOGY OF INDUSTRY*

- 37 hours required.
- Pass Algebra and Trigonometry sections on math entrance exam, or complete MAT 107 and MAT 108, or MAT 109, or equivalents (MAT 110, 115, or 120). Hours don't count in major.
- Complete at least one of the following courses as a Natural Science Studies group requirement of University Studies or as a general elective: CHE 110 - 112, 140, 150; PHY 105, 108, 110. Hours don't count in major.
- Required technical core courses: IT 171, 190, 191, 192, 289 (Principles of Technical Design and Drafting); MAM 220.
- Minimum of 15 hours in a technical specialty. No more than 8 hours in a single specialty. Remaining hours to be taken in other related specialty areas. (See departmental advisement sheets that identify courses per technical specialty.)

*Only core courses (IT 171, 190, 191, 192) may be used to meet the requirements for a double major or minor in Industrial Education, or Safety.

MINOR IN TECHNOLOGY OF INDUSTRY

- 24 hours required.
- Required courses: IT 171, 190, 191, 192; MAT 107 and

MAT 108, or MAT 109, or equivalents (MAT 110, 115 or 120).

- Additional Industrial Technology courses approved in consultation with a Technology of Industry academic adviser.

Note: All students must take the 190 course series as part of the required courses for a minor, major, or comprehensive major in Technology of Industry. In addition, the students must take the 190 series course, (190, 191, or 192) in a technical area prior to taking advanced courses (200 level or higher) in that area and MAT 107 and 108, or 109, or concurrent enrollment. Waiver or substitution of the 190 courses for transfer students will be made at the discretion of the chairperson of the department. A student with an exceptional background in a particular technical area should take the proficiency examination for the course (190, 191, or 192). Non-majors must demonstrate competencies equal to the prerequisites for 200 level courses they wish to enroll in.

Industrial Education Program: Industrial Education is that part of the curriculum designed to prepare teachers who will educate our citizenry at various levels in the education process through such programs as Industrial Arts, Industrial Vocational Education, Industrial Technical Education, and Industrial Technology. In addition to regular University requirements, the curriculum has two essential components concerned with the development of cognitive, psychomotor, and affective skills related to (a) the use of tools, materials processes, resources, techniques, principles, work (skill and organization), products and their effect on people in the technical content areas of energy and power, materials and processes, graphic communications, and safety; and (b) the professional competencies of planning, executing, and evaluating of instruction.

COMPREHENSIVE INDUSTRIAL EDUCATION MAJOR*

- 55 hours required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: IT 101, 171, 190, 191, 192, 203; MAT 107 and MAT 108, or MAT 109, or equivalents (MAT 110, 115, or 120).
- IT 203 concurrent with student teaching.
- At least 8 hours in each of two of the areas of construction, wood technology, metal technology, plastics technology, drafting, computer application, graphic arts, electricity/electronics, automotive/power, and alternative (solar) energy.
- Additional Industrial Technology courses approved in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Arts Education, Industrial Vocational Education, Industrial Technical Education, and Industrial Technology.

MAJOR IN INDUSTRIAL EDUCATION*

- 37 hours required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: IT 101, 171, 190, 191, 192, 203; MAT 107 and MAT 108, or MAT 109, or equivalents (MAT 110, 115, or 120).
- IT 203 concurrent with student teaching.
- At least 8 hours in one of the areas of construction, wood technology, metal technology, plastics technology, drafting, computer application, graphic arts, electricity/electronics, automotive/power, or alternative (solar) energy.
- Additional Industrial Technology courses approved in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Arts Edu-

cation, Industrial Vocational Education, Industrial Technical Education, and Industrial Technology.

MINOR IN INDUSTRIAL EDUCATION*

- 26 hours required.
- Required courses: IT 101, 190, 191, 192, 203.
- At least 8 hours in one of the areas of construction, wood technology, metal technology, plastics technology, drafting, computer application, graphic arts, electricity/electronics, automotive/power, or alternative (solar) energy.
- IT 171 strongly recommended in Group 7 of University Studies.

*Only core courses (IT 171, 190, 191, 192 and MAT 107 and MAT 108 or MAT 109 if applicable for the major) may be used to meet the requirements for a double major or minor in Technology of Industry or Safety.

Safety Programs

Degree Offered: B.S.

Safety Program: Safety is a curriculum oriented to the creative and systematic application of organized knowledge, using human resources involving procedures, processes, equipment, scientific principles, techniques and means for organizing activities to cope with change and/or control the environment to improve the quality of life and to make decisions to prevent or reduce human and economic loss due to accidental mishap.

MAJOR IN SAFETY

Occupational Safety Sequence*: 37 hours required. Required courses: IT 171, 190, 191, 192, 356; MAT 107 and 108, or MAT 109, or equivalents (MAT 110, 115, or 120). At least 15 hours selected from: IT 370, 372, 373, 378, 380, 381. (Note: Some of these courses require coursework in CHE, MAT, or PHY that must be met.) Electives in safety-related courses such as IT 210, 211, 220, 221, 225, 230, 233, 240, 263, 308, 311, 325, 332, 349; and HPR 180 approved in consultation with an academic adviser. Note: All students must take the 190 course series as part of the Occupational Safety Sequence. Waiver or substitution of the 190 courses for transfer students will be made at the discretion of the chairperson of the department. A student with exceptional background in a particular technical area should take the proficiency examination for the course (190, 191, or 192). Non-major must demonstrate competencies equal to the prerequisites for advanced level courses in which they wish to enroll.

Traffic and Safety Education Sequence*: 37 hours required. A valid driver's license required. Required courses: IT 171, 172, 273, 374, 379. At least 7 hours selected from IT 275, 371, 372, 377, 378. Electives in safety-related courses such as EAF 270; HPR 180; HSC 390; IT 163, 383, 389 (The Exceptional Student in Driver Education) PSY 302, 365; and SED 109, 346, 349 approved in consultation with an academic adviser.

MINOR IN TRAFFIC AND SAFETY EDUCATION*:

- 20 hours required.
- A valid driver's license required.
- Required courses: IT 171, 172, 273, 374, 379.
- At least 5 hours selected from IT 163, 275, 371, 377. Electives in safety-related courses approved in consultation with an academic adviser.

*Only core courses (IT 171, 190, 191, 192 and MAT 107 and

MAT 108 or MAT 109 if applicable for the major) may be used to meet the requirements for a double major or minor in Industrial Education or in Technology of Industry.

Industrial Technology Courses

100 INTRODUCTION TO CAREERS IN INDUSTRIAL TECHNOLOGY 1 F.S

Study of programs and vocational opportunities in industrial education, and technology of industry and safety.

101 INTRODUCTION TO TEACHING IN INDUSTRIAL EDUCATION 2 F.S

Incl Clin Exp.

The observation, identification and execution of selected tasks typically performed by industrial education teachers.

163 AUTOMOTIVE FUNDAMENTALS 2

Not for credit maj min except in Traffic and Safety sequence.

Theory and laboratory experiences in maintenance and repair of automobile components; emphasis on preventive maintenance.

171 PRINCIPLES OF ACCIDENT PREVENTION 3 US-7 F.S

Materials charge optional.

Overview of the broad accident problem and underlying factors and theories of accident causation and prevention.

172 DRIVING TASK ANALYSIS 3 F.S

IT 171 or conc reg req. Laboratory arranged. Materials charge optional. Valid Illinois driver's license required.

Physical, mental requirements necessary for safe drivers. Laboratory experience devoted to improvement of student's driving ability.

190 GRAPHIC COMMUNICATIONS 4 F.S

Some sections restricted to maj only. Materials charge optional.

Process and technology of transmitting, storing and using ideas or knowledge in visible graphic form.

191 ENERGY AND POWER 4 F.S

Some sections restricted to maj only. Materials charge optional.

Operating principles of electricity, electronics, heat engines and fluid power related to energy conversion, transmission, and utilization.

192 INDUSTRIAL MATERIALS AND PROCESSES 4 F.S

Some sections restricted to maj only. Materials charge optional.

Nature and properties of industrial materials and influence on manufacturing techniques.

203 COMPETENCIES FOR TEACHING 4 F.S

IT 101 req. C&I 200 (6 hours) or C&I 200.03 (grade of C or better req) or 215. Inc Clin Exp. Conc req in Student Teaching req.

Curriculum planning, teaching, and evaluation strategies, and professionalism for industrial education teachers.

208 INDUSTRIAL TECHNOLOGY SYSTEMS 3 US-7 F.S

Soph standing req.

Introduction to industrial technology systems, their charac-

teristics and development, how they shape and are shaped by society and culture, and resulting major issues.

210 TECHNICAL DRAFTING 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 190 or demonstrated equivalent competencies req. Materials charge optional.

Graphic tools, techniques, and processes; automated drafting, drafting machines and reprographic equipment used in development and representation of industrial products.

211 ARCHITECTURAL DRAFTING 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 190 or demonstrated equivalent competencies req. Materials charge optional.

Problem approach to architecture; emphasis on residential planning and construction. Laboratory devoted to development of working drawings.

212 MACHINE DESIGN 3 F
IT 210 or demonstrated equivalent competencies req. Materials charge optional.

Theoretical principles and conventional practices used in the design of machines and machine elements.

213 DEVELOPMENTAL DESCRIPTIVE GRAPHICS 4 S
IT 210 or demonstrated equivalent competencies req. Materials charge optional.

Specialized drafting methods used in revolutions and developments. Graphical solutions to mathematical and structural problems.

220 WOOD TECHNOLOGY 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 192 req. Materials charge optional.

Practices of woodworking industries. Properties of wood materials, bench woodworking, carpentry, pattern-making, lamination and machine processes.

221 CONSTRUCTION TECHNOLOGY 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 192 req. Materials charge optional.

Principles and practices of construction. Materials and methods used to build and enclose sub- and super-structures. Utility systems.

223 PRODUCTION WOODWORKING 4 S
IT 220 req. Materials charge optional.

Surveys management and production technologies used in quantity manufacture of wood and related products; production woodworking equipment.

226 CABINET AND FURNITURE PRODUCTION 4 F

IT 220 req. Materials charge optional.

Advanced theory and practice in machine setup, operation and maintenance; product design, standards and construction; specialized processes.

230 GENERAL METAL WORK 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 192 req. Not for credit if had IT 232 or 330. Materials charge optional.

Basic theory and practice in hot and cold metal-working processes; sheet metal, bench metal, metal casting, oxyacetylene and electric welding.

233 MACHINE TOOL TECHNOLOGY I 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 192 req. Materials charge optional.

Basic machine tool theory and practice; saws, drilling machines, lathes, shapers, milling machines, surface grinders, metrology, heat treatment.

235 MACHINE TOOL TECHNOLOGY II 4 F

IT 233 req. Materials charge optional.

Theory computations, setups for precision machining; turning operations, cylindrical grinding, surface grinding, milling operations, indexing, gear cutting.

240 ELECTRICAL TECHNOLOGY 4 F.S
MAT 107 or 108 or MAT 109 or conc reg, IT 191 req. Materials charge optional.

Analysis of electrical and magnetic circuits.

241 ELECTRICAL MACHINERY 3 F
IT 240 req. Materials charge optional.

Operation, characteristics and applications of electric motors and generators.

242 ELECTRONICS TECHNOLOGY 4 F.S
IT 240 or demonstrated equivalent competencies req. Materials charge optional. Formerly APPLIED ELECTRONICS.

Operation, characteristics and applications of electron tubes, solid state diodes and bipolar transistors in basic electronic circuits.

244 SEMICONDUCTOR ELECTRONICS 3 S
IT 240 or demonstrated equiv competencies req. Materials charge optional.

Operation, characteristics and applications of discrete and integrated solid state devices in selected analogic and digital circuits.

250 THE GRAPHIC ARTS PROCESSES 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 190 req or demonstrated equiv competencies. Materials charge optional.

Theory and practice in basic relief, lithography, screen process, intaglio, photography and many support technologies.

251 GRAPHICS ARTS TECHNOLOGY 4 F.S
IT 250 req or demonstrated equivalent competencies. Materials charge optional.

Idea visualization, copy preparation, continuous tone copy, process photography, negative assembly, image carriers, ink transfer and finishing operations.

253 PHOTOMECHANICAL PROCESSES 3 F
IT 250 req or demonstrated equivalent competencies. Materials charge optional.

Design, layout, camera ready copy preparation and process photography for a graphic reproduction.

254 CONTINUOUS TONE COPY PREPARATION 3 F
MAT 107 or 108 or 109 or conc reg, IT 190 req. Materials charge optional.

Preparation of continuous tone copy for graphic reproduction.

261 AUTOMOTIVE POWER PLANTS 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.

Theory and laboratory experiences in function, rebuild maintenance and adjustment of automotive type engines.

262 AUTOMOTIVE ELECTRICAL SYSTEMS 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.

Operating principles, applications, diagnosis and repair of automotive electrical systems and components.

263 FLUID POWER MECHANICS 3 F.S
MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.

Operating principles and applications of hydraulic, pneumatic and fluidic components and systems.

264 AUTOMOTIVE CHASSIS SYSTEMS 3 S
MAM 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional. Formerly AUTOMOTIVE SUSPENSION, STEERING AND BRAKE SYSTEMS.

Theory, repair, alignment or adjustment of front and rear suspensions, manual transmissions, rear axles, steering mechanisms, and brakes.

265 AUTOMOTIVE AND MOBILE FLUID POWER SYSTEMS 4 F
MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.

Operating principles, diagnosis and adjustment of automatic transmission, hydrostatic drives, power steering, power brakes, and accessories.

266 INDUSTRIAL AND UTILITY ENGINES 4 S
MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.

Theory and laboratory experiences in function, applications and maintenance of utility, outboard, industrial and diesel engines.

273 MULTIPLE CAR AND ON-STREET INSTRUCTION 3 F.S
IT 172 req. Content of IT 172 is used as students teach beginning drivers on the driving range and on-street. Materials charge optional. Valid driver's license required.

Instruction, administration, organization and evaluation of multiple-car and on-street programs.

275 TRAFFIC LAW AND ENFORCEMENT 3 F.S
IT 172 req. Materials charge optional. Formerly IT 375: TRAFFIC ENFORCEMENT.

Philosophy, methods of detecting, apprehending violators. Fundamentals of traffic law applicable to laymen, technicians, and teachers.

281 COMPUTER SYSTEMS OPERATION 2 F.S
ACS 168 req. Also offered as ACS 281.

Basic principles for operating IBM 370 VS computer system and handling peripheral equipment. Hands-on experience provided.

285 INDUSTRIAL PLASTICS 4 F.S
MAT 107 or 108 or 109 or conc reg, IT 192 req. Materials charge optional. Formerly IT 325.

Resins, processing, fabrication; injection molding, extrusion, rotational molding, foaming, thermoforming, identification and testing.

304 OCCUPATIONAL AND JOB ANALYSIS 3
Materials charge optional.

Techniques and procedures for analyzing occupations and jobs for instructional purposes.

305 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS 3 F.S
Also offered as AGR 380, BEA 380, and HEC 380.

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

306 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS 3 S
Also offered as AGR 382, BEA 382, and HEC 382.

Coordination techniques needed for high school and post-secondary teacher coordinators in integrating classroom activities with daily employment.

307 EMPLOYMENT ANALYSIS FOR THE EXCEPTIONAL 3 F.S

Also offered as SED 380. Materials charge optional. Diagnosis and instruction of exceptional children who are placed in occupational education. Synthesizing employment and education for exceptional children.

308 MAN AND TECHNOLOGY 3 US-7
IT 208, honor student status, or demonstrated excellence in a related field req.

A study of the impact of contemporary technology upon man, society and culture.

311 INDUSTRIAL OPERATIONS 3 F
A study of industrial principles, practices and methods used to establish a sequence of operations to produce a product.

319 COMPUTER GRAPHICS 3 F.S
IT 210 or 289 (Principles of Technical Design and Drafting), or demonstrated equiv competencies req.

Also offered as COM 319. Materials charge optional. Combination of graphic techniques and computer programming as means of industrial communication applied to solution and interpretation of technological problems.

320 MASONRY CONSTRUCTION 4
IT 221 req.

Theory, materials and practices of concrete and masonry construction. Practical experience through on-site activities.

321 CARPENTRY CONSTRUCTION 4 F.S
IT 221 req. Students are personally responsible for transportation to construction site.

Theory, materials and practices of the building construction industry. Practical experience through on-site activities including carpentry and related trades.

330 WELDING TECHNOLOGY 4 F.S
IT 192 req, IT 230 rec. Materials charge optional. Not for credit if had former IT 232.

Advanced theory and practice in modern welding processes; (TIG) tungsten inert gas, (MIG) metallic inert gas, other electric welding processes.

331 MACHINE TOOL TECHNOLOGY III 4
IT 233 req. Materials charge optional.

Theory and practice of production machine set ups; numerical control programming and operation; and electrical discharge machining (EDM) technology.

332 APPLIED PHYSICAL METALLURGY 3 F.S
IT 192 req. Materials charge optional.

Physical and mechanical properties of metals, testing properties, crystalline structure, metallurgical examination, constitution of alloys, heat treatment, industrial applications.

342 COMMUNICATIONS ELECTRONICS 4
IT 242 req. Materials charge optional. Formerly IT 246.

Operation and characteristics of electronic circuits and devices employed in communication systems.

344 INSTRUMENTATION ELECTRONICS 4 F
IT 242 req. Materials charge optional. Formerly IT 248: INSTRUMENTATION.

Operation, characteristics, calibration, and maintenance of electronic circuits and devices employed in selected electronic instruments.

349 TECHNICAL WRITING II 3 F.S
ENG 249 or graduate standing req. Also offered as ENG 349. Formerly TECHNICAL WRITING.

Instruction and practice in editing, proposals, and analytical writing; attention given to style manuals, research-writing, and (as needed) publication.

351 IMAGE CARRIERS AND IMAGE TRANSFER 3 S
IT 250 req or demonstrated equivalent competencies. Materials charge optional.

Theory and laboratory practice in negative assembly, and plate making, proofing and press systems.

352 CHARACTER GENERATION 3 F
IT 250 req. or demonstrated equivalent competencies. Materials charge optional.

Theory, laboratory practice on photographic, strike-on and hot metal composition equipment. Magnetic disc input and VDT editing concepts are included.

353 COLOR SEPARATION 3 S
IT 253 req or demonstrated equivalent competencies. Materials charge optional.

Theory of color, modern color separation methods, fake color, transmission and reflection copy, color correction, additive and subtractive color.

354 THE GRAPHIC ARTS INDUSTRY 3 F
IT 250 req or demonstrated equivalent competencies.

Graphic arts industrial organization of human resources, physical assets, and money; efficient production of graphic communications products.

356 OCCUPATIONAL HEALTH FOR SAFETY PROFESSIONALS 3 S
CHE 110, MAT 107 and 108, or 109, and IT 171 req. Not for credit Env Health maj min. Also offered as HSC 356.

A study of the relationships, effects, and methods of control of chemical, microbiological, radiological, and physical hazards and stresses on the health, efficiency, and well-being of employees.

361 MOTOR VEHICLE DIAGNOSIS 3 F
IT 262 req. Materials charge optional.

Motor vehicle systems diagnosis; emphasis on electrical and fuel and emission systems.

363 FLUID POWER SYSTEMS DESIGN & ANALYSIS 3 S
IT 263 req or fluid power design experience. Materials charge optional.

Design, sizing and analysis of hydraulic and pneumatic circuits including both machine tool and mobile applications.

365 SOLAR HEATING AND COOLING TECHNOLOGY 3 F
IT 191 or 211 or 221 or cons inst req. Materials charge optional.

Principles, theory and laboratory practice in active solar systems for residential space and water conditioning.

367 PASSIVE SOLAR TECHNOLOGY 4 S
IT 191 or 211 or 221 or cons inst req. Materials charge optional.

Principles, theory and laboratory practice in passive solar applications.

370 INDUSTRIAL ACCIDENT PREVENTION 3 F.S
PHY 105; MAT 108, or 109, or equivs (110, 115, or 120); and IT 171 req.

Principles, responsibilities and techniques for developing, organizing, implementing and administering an industrial safety program.

371 ALCOHOL AND ACCIDENT PHENOMENON 3 F.S
IT 171 rec. Materials charge optional.

Effects of alcohol on accident causation. Psychological, physiological, pharmacological actions of alcohol in view of medical, sociological, religious and economic aspects.

372 ACCIDENT INVESTIGATION, RECORDS, AND EVALUATION 3 F.S
MAT 108 or 109 and IT 171 req.

Theory and function of accident investigation, reporting, and analysis systems. Form design and utilization and cost evaluation procedures.

373 AGRICULTURAL ACCIDENT PREVENTION 3 F.S
Also offered as AGR 345. Materials charge optional.

Major problems of accident causation and prevention applicable to agriculture and the need for farm safety education.

374 METHODS AND MATERIALS OF TEACHING DRIVER EDUCATION 3 F.S

IT 172 req. IT 273 rec. Content of IT 172 is used as students teach beginning drivers in the driving simulator and on street. Materials charge optional. Valid driver's license required.

Laboratory experience in teaching beginning drivers using driving simulation and dual-control on the street, organization and administration of Traffic Safety programs.

377 TRAFFIC ENGINEERING 2 F.S

IT 171 and 172 req. Materials charge optional.
 Investigation of vehicle and environmental components of HTS; vehicle inspection, equipment, design; traffic studies performed; traffic planning to reduce collisions and congestion.

378 DISASTER PREPAREDNESS
Materials charge optional.

Organizing, directing, coordinating disaster services in schools, industry and local government. Includes T.B.A. 48 hr. disaster exercise.

379 CURRICULUM DEVELOPMENT IN DRIVER EDUCATION 3 F.S

IT 172 req. Content of IT 172 is used as students teach beginning drivers in the classroom. IT 273 or 374 rec. Materials charge optional.

Behavioral-oriented curriculum applicable to driver education. Behavioral objectives, learning activities, measurement of student performance peculiar to driver education.

380 FIRE PROTECTION AND PREVENTION 4 F.S

MAT 107 and 108, or 109, IT 171, and CHE 110 req.

Materials charge optional.

Measures related to safeguarding human life and preservation of property in prevention, detection, and extinguishing fires.

381 OCCUPATIONAL SAFETY AND HEALTH ACT (OSHA) 3 F.S

IT 171 req.

Interpretation of the provisions of the Occupational Safety

and Health Act. The regulations, standards, and reporting requirements issued pursuant to it.

383 ADVANCED DRIVER EDUCATION PROGRAMS 2

IT 273 and/or 374 req. Valid drivers license req. Lecture and laboratory. Materials charge optional.

Techniques for teaching and dealing with common emergency situations in driving.

385 REINFORCED PLASTICS 4 F.S

IT 285 req. Materials charge optional. Formerly IT 225. Advanced theory, practical application of fiberglass, plastic resins, other materials in hand layup, spray up, filament winding and other common industrial techniques.

386 TECHNICAL COMPUTER PROGRAMMING 3

IT 289 (Principles of Technical Design and Drafting) or demonstrated equiv competencies req. Also offered as COM 386. Laboratory arranged. Materials charge optional.

Digital computer programming including microprocessors, minicomputers, and time-sharing systems, related to problem solving and process control in applied sciences and technologies.

398 PROFESSIONAL PRACTICE: EXTERNSHIP IN INDUSTRIAL TECHNOLOGY OR SAFETY 1-8 F.S

Jr-sr standing. Prior departmental approval required. No more than four semester hours may apply toward the comprehensive major. May be repeated. Max 16 hrs applicable toward graduation. The hour ratio for an internship is 40 hrs in industry for one semester hour of credit. The ratio for COOP experience is 120 contact hours for one semester hour of credit. Separate courses are designated for Industrial Education or Safety in the Class Schedule.

Practicum to provide planned and supervised work/study experiences in local and state businesses, industries, and governmental agencies.

MILITARY SCIENCE PROGRAM (MSC)

205 North University

Program Commander: James R. Glick.

Military Science (Army ROTC) is a program that provides college-trained officers for the US Army, the Army National Guard and the US Army Reserve. ROTC enhances student education by providing unique leadership and management experience and helps develop self-discipline, physical stamina and poise. Participation in optional field trips may be required during each semester.

The four-year Army ROTC program is divided into two parts: The Basic Course and the Advanced Course.

The Basic Course is usually taken in the freshman and sophomore years with no military commitment incurred during this time. Subjects cover areas of national defense; military history; orienteering; leadership development; and military courtesy, discipline and customs. Uniforms, necessary textbooks and materials are furnished without cost to the student.

After completing the Basic Course, students who have demonstrated officer potential, meet Army physical standards, and have a cumulative minimum GPA of 2.0 are eligible to enroll in the Advanced Course.

The Advanced Course is normally taken in the final two

years of college. Instruction includes further leadership development, organization and management, tactics, and administration, and is directed toward preparing the student to be commissioned as an Army officer upon completion of the course.

A paid Advanced Camp is held during the summer between the junior and senior years. This camp permits the cadets to put into practice the principles and theories they have acquired in the classroom. It also exposes them to the stresses of Army life in a tactical or field environment.

All cadets in the Advanced Course receive uniforms, necessary military science textbooks, pay for Advanced Camp, and a living allowance of up to \$1,000 each school year.

Military Science Courses

189.01 INTRODUCTION TO MILITARY SCIENCE 1 F

An introduction to the organization, mission, and functions of the Army; includes military life and customs and an introduction to the United States defense establishment.

189.02 INTRODUCTION TO TACTICS 1 S

Fundamentals of tactics and their application to the employment of squad-and platoon-sized units in offensive and defensive military operations.

289.01 LAND NAVIGATION 2 S

Map reading fundamentals; applications of land navigation principles as applied to military maps using the lensatic compass and terrain association.

289.02 FUNDAMENTALS OF LEARNING AND MILITARY INSTRUCTION 1 F

The principles of military instruction, evaluation, training techniques, briefings, facilities and resources. An introduction to the fundamentals of learning theory and processes.

289.03 ROTC BASIC CAMP 1-5 Summer

Provides instruction and practical application on basic military concepts of map reading, tactics, principles of instruction and drill and ceremony. Training is presented off campus at a military installation.

289.04 PRINCIPLES OF MILITARY LEADERSHIP 2 F

Registration in the AROTC Advanced Course. Introduces the student to the principles of leadership, the responsibilities and techniques of military leaders, and the problems of leadership in the military environment.

289.05 MILITARY OPERATIONS 3 S

Registration in the AROTC Advanced Course. The application of the principles of offensive and defensive combat as applied to small tactical units; an analysis of Army branches inter-relationships within a division; mission accomplishment methods.

289.06 MILITARY LAW AND ADMINISTRATIVE MANAGEMENT 3 F

Registration in the AROTC Advanced Course. Fundamental concepts of military justice; principles of courts-martial and non-judicial punishment; staff principles and procedures in the Army organizational structure.

289.07 ROTC ADVANCED CAMP 1-6 Summer

Registration in the AROTC Advance Course; MS 289.04 and MS 289.05; or cons inst.

Instruction and practical application in field training, demonstration of leadership capabilities, and leadership oppor-

tunities of problem analysis, decision making and troop-leading. Training is presented off campus.

289.08 MILITARY PROFESSIONALISM AND RESPONSIBILITY 1 S

Registration in the AROTC Advanced Course.
Provides the student with an introduction to professionalism and military professional responsibility.

289.50 LEADERSHIP LABORATORY 0 S

Registration in the AROTC Advanced Course.

A noncredit course designed to provide development by practical application of the student's leadership characteristics through progressive training in leadership, drill and command.

COLLEGE OF ARTS AND SCIENCES

Dean: C. Edward Streeter, 141 Stevenson Hall.

The College of Arts and Sciences provides the opportunity for a liberal education in addition to the attainment of career-oriented skills. The College includes the Departments of Biological Sciences, Chemistry, Communication, Economics, English, Foreign Languages, Geography-Geology, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, Anthropology and Social Work and Speech Pathology-Audiology. The College offers the core of the University Studies program required of all undergraduates, a wide range of academic major and minor programs for meeting baccalaureate degree requirements, master's programs in most disciplines and doctoral programs in Biological Sciences, Economics, English, History and Mathematics. Course offerings span the humanities, social and behavioral sciences, natural sciences, and mathematics.

Arts and Sciences Programs

These programs are part of the University's Contract Major and Minor, but are administered separately in the College of Arts and Sciences. Further Information: Dean of the College of Arts and Sciences.

The Arts and Sciences program is a restricted Contract Major for students in the liberal arts and sciences only whose goals cannot be accommodated by other academic majors within the College. Admission requirements are:

1. A minimum comprehensive ACT score at the 85th percentile for freshmen. Entering freshmen enroll as General Students and apply for admission to this major prior to completion of University Studies.
2. An overall GPA of 3.00 or higher for non-freshmen and transfer students.
3. Students who do not meet the criteria above may be considered for admission to the program on the recommendation of two faculty members from different Arts and Sciences departments.
4. Petition for admission to this major must occur prior to the completion of 90 hours, or at least 15 hours of approved Arts and Sciences program work must be completed after admission to the program.

A concentration in Urban Studies is available to students under the Arts and Sciences major. Interested students may contact Dr. Joseph Honan in the Department of Political Science. A concentration in Historical Archeology is available also to students under the Arts and Sciences major. Interested students may contact the department chairperson in either History, or Sociology, Anthropology and Social Work for information about requirements of the program. A concentration in Quantitative Economics is available to students under the Comprehensive Arts and Sciences major. Interested students may contact the department chairperson in either Economics or Mathematics.

COMPREHENSIVE ARTS AND SCIENCES MAJOR

- 50 hours required in Arts and Sciences.
- Maximum of 25 hours from any one department.
- Minimum of 18 hours from one department required.

- Individual program developed with a designated faculty adviser and approved by the Dean of the College of Arts and Sciences.

MAJOR IN ARTS AND SCIENCES

- 35 hours required in Arts and Sciences in addition to the requirements for University Studies.
- Maximum of 25 hours from any one department.
- Individual program developed with a designated faculty adviser and approved by the Dean of the College of Arts and Sciences.

Latin American Studies Program

No major offered. Further Information: Dean of the College of Arts and Sciences.

MINOR IN LATIN AMERICAN STUDIES

- 24 hours in Latin American Studies courses required.
- Required courses: Two semesters of college Spanish or Portuguese, or the equivalent. Student completes, with the approval of an adviser designated by the Dean of Arts and Sciences, a planned program of study in which courses are elected in at least three fields other than Spanish and Portuguese. Work in the fields may include appropriate courses in AGR, ART, BSC, ECO, FOR, GEO, HIS, POS, and SAS.

This program must be planned in consultation with an academic adviser. With the approval of the adviser, courses in fields other than those listed above may be counted toward the minor, providing those courses are considered relevant to the course of study. No more than two courses in the student's major field of study, however, will be applicable toward the minor in Latin American Studies. Students interested in this program should consult the Dean of the College of Arts and Sciences.

Social Sciences Programs

Degrees Offered: B.A., B.S. Further Information: Department of History.

COMPREHENSIVE SOCIAL SCIENCES MAJOR

- 60 hours in Social Sciences (ECO, HIS, POS, and SAS courses).
- Required courses: at least 8 hours in Economics, including ECO 100 and 101; at least 16 hours in History with 8 each in United States and world history, including HIS 121, 123 or 124, 135, 136; at least 8 hours in Political Science, including POS 105; at least 8 hours in Sociology, including SAS 106.
- HIS 137 should not be taken by comprehensive majors.

COMPREHENSIVE SOCIAL SCIENCES EDUCATION MAJOR

- Required courses: HIS 290, 390 in addition to the requirements for the Comprehensive Social Sciences Major.

Part of entitlement program leading to certification: secondary 6-12.

- 24 hours in Professional Education (including student teaching) required.
- University Studies courses selections must meet state certification requirements.
- Special requirements for admission to the Teacher Education program must be met prior to student teaching.

Students who wish to pursue these majors consult the advisor to Social Sciences students in the Department of History.

BIOLOGICAL SCIENCES (BSC)

206 Felmley Hall

Chairperson: G. Richard Hogan.

Faculty: Professors: Anderson, Birkenholz, Brockman, Brown, Chuang, Dilks, Frehn, Hetzel, Hogan, Huizinga, Liberta, Mockford, Nadakavukaren, Tone, Ward, Weber, Weigel. Associate Professors: Cain, Chasson, Cralley, Fitch, Jensen, Katz, McCracken, Mizer, Preston, Schwalm, Wilkinson. Assistant Professors: Armstrong, Brunner, Cheung, Collier, Drummond, Lacy, Rascati, Riddle, Thompson, West. Adjunct Faculty: Brawn, Fierer, Kurtzman, McArdle, M. Miller, R. Miller, Qian, Reardon, Verner. Joint Appointments with Chemistry: Aneuski, Richardson, Tsang, Gates.

Biological Sciences Programs

Degrees Offered: B.A., B.S.

COMPREHENSIVE BIOLOGICAL SCIENCES MAJOR

- 53 hours in Biological Sciences required.
- Required courses: BSC 121, 190, 201, 216, 219, 260, 304, with a minimum of 4 additional hours of laboratory courses. BSC courses 100, 110, 160, 170, 181, 182, 185, 202, 204, 303, and 307 **may not** be used as electives in major. A laboratory course in organic chemistry and one year of general physics also required.

COMPREHENSIVE BIOLOGICAL SCIENCES EDUCATION MAJOR

- 53 hours in Biological Sciences required.
- Required courses: BSC 307 (3 hours) in addition to the requirements for the Comprehensive Biological Sciences Major. Part of entitlement program leading to certification: secondary 6-12. For additional details, see Major in Biological Sciences Education below.

MAJOR IN BIOLOGICAL SCIENCES

- 37 hours in Biological Sciences required.
- Required courses: BSC 121, 190, 201, 216, 219, 260, 304, with a minimum of 4 additional hours of laboratory courses. BSC courses 100, 110, 160, 170, 181, 182, 185, 202, 204, 303 and 307 **may not** be used as electives in major. A laboratory course in organic chemistry and one year of general physics also required.

MAJOR IN BIOLOGICAL SCIENCES EDUCATION

- 37 hours in Biological Sciences required.
- Required courses: BSC 307 (3 hours) in addition to the

requirements for the Major in Biological Sciences. At least 8 semester hours of Botany with lab and 8 semester hours of Zoology with lab must be included. Before being admitted to the University Teacher Education Program (see University-wide Teacher Education Program Requirements in Catalog), the Biology Education Major must meet departmental requirements for admission. Students should see the department Teacher Education advisor for information. Part of entitlement program leading to certification: secondary 6-12.

MINOR IN BIOLOGICAL SCIENCES

Biological Sciences Sequence: 24 hours in Biological Sciences required. Required courses: BSC 121, 190. At least 12 of the elective hours must be of 200 or 300 level courses. BSC 100, 110, 303, and 307 may not be used as electives in minor.

Human Biology Sequence: 24 hrs in Biological Sciences required. Required courses: BSC 181, 182. 16 hrs of electives selected from among BSC 145, 160, 170, 185, 199, 202, 216, 260, 283, 361, 380, 381, 382, 383, 386, and 387, 392, or other courses approved by the Biology Dept., at least 8 hrs of 200 level courses or above.

MINOR IN BIOLOGICAL SCIENCES EDUCATION

- 24 hours in Biological Sciences required including at least 8 semester hours of Botany with lab and 8 semester hours of Zoology with lab.
- Required courses: BSC 121, 190, 307 (2 or 3 hrs, depending on major). BSC 100, 110 and 303 **may not** be used as electives in minor. At least 8 of the elective hours must be of 200 or 300 level courses.

Honors in Biological Sciences: Requirements are a minor, 1 yr of a foreign language, GEO 175 and Mathematics through one semester of Calculus. Each student must also take at least 12 hrs of Biology on a tutorial (i.e. In-course Honors) basis as well as complete 3 hrs of BSC 299. More details are available from the BSC undergraduate adviser.

Biological Sciences Courses

100 INTRODUCTION TO BIOLOGICAL SCIENCES 3 US-3

F.S

Not for credit maj min. Lecture and laboratory.

Biological principles in relationship to man.

110 GREEN THUMB BOTANY 3

F.S

Not for credit maj min or if had BSC 121 or AGR 150.

Lecture and laboratory. Materials charge optional.

Introduction to the basic principles of plant structure, function, growth, propagation, and diseases with emphasis on applications to the growth of house plants.

121 GENERAL BOTANY 4 US-3

F.S

Lecture and laboratory.

Introduction to the principles of structure, function, growth, reproduction, and classification of plants.

145 HYGIENE AND THE BIOLOGY OF MAN 2 US-7

F.S

Formerly HYGIENE.

Practical human physiology and the nature of disease; emphasis on health problems related to nutrition, cardiovascular and respiratory diseases, drug use, sex and reproduction.

160 INTRODUCTORY MICROBIOLOGY	4 US-3	F.S	F.S
<i>Not for credit maj or if had BSC 260. Lecture and laboratory.</i>			<i>BSC 121, and 190, req. Lecture and laboratory. Formerly BSC 319.</i>
Introduction to microorganisms, their application and relationship to man and his environment.			Data, concepts and logic of genetics from Mendel to the present.
170 GENETICS AND SOCIETY	3 US-3	F.S	S
<i>Not for credit maj.</i>			<i>BSC 121 req. Lecture and laboratory. Formerly BSC 122: COMPARATIVE BOTANY.</i>
Introduction to genetics and human heredity with an emphasis on the impact of recent advances in genetics upon society.			Morphology, phylogeny, and taxonomy of non-vascular and vascular plants.
181 FUNCTIONAL ANATOMY OF MAN	4 US-3	F.S	F
<i>Not for credit maj. Lecture and laboratory. Formerly FUNCTIONAL ANATOMY.</i>			<i>BSC 121 req. Lecture and laboratory. Formerly BSC 123: COMPARATIVE BOTANY.</i>
Fundamentals of anatomy and physiology for students in special education, health education, nursing, and psychology.			Ecology, phylogeny, and taxonomy of vascular plants.
182 FUNCTIONAL ANATOMY OF MAN	4 US-3	F.S	F.S
<i>BSC 181. Lecture and laboratory. Cont of 181. Formerly FUNCTIONAL ANATOMY.</i>			<i>BSC 121 or 190 and Org Chem req. Not for credit if had BSC 160. Lecture and laboratory.</i>
Fundamentals of anatomy and physiology for students in special education, health education, nursing, and psychology.			Uniqueness, diversity, ecology, molecular biology, and practical applications of microorganisms.
185 INTRODUCTION TO EVOLUTION	3 US-3	F.S	F.S
<i>Not for credit maj. Lecture.</i>			283 ANIMAL PHYSIOLOGY
Comprehensive survey of the processes of biological evolution, major trends in the plant and animal kingdoms, and the historical development of evolutionary theory and its impact on human society.			4
190 GENERAL ZOOLOGY	4 US-3	F.S	F.S
<i>Lecture and laboratory.</i>			<i>BSC 216 req. Lecture and laboratory.</i>
Classification, morphology, physiology, genetics, evolution, and ecology of representative animal phyla.			The physical and chemical basis of system physiology with reference to invertebrates and vertebrates.
195 INTRODUCTION TO OCEANOGRAPHY	3 US-3	S	F
<i>Also offered as GEO 195.</i>			292 INVERTEBRATE ZOOLOGY
General principles of biology, chemistry, geology, and physics as applied to a study of the world's oceans.			4
199 ANIMAL BEHAVIOR	3 US-3	F	F
An introduction to ethology — the biology of behavior. Behavior studies as performed in the natural habitat. Invertebrates and vertebrates, including man, will be considered.			<i>BSC 190 req. Lecture and laboratory. Formerly BSC 191.</i>
201 GENERAL ECOLOGY	4	F.S	<i>Phylogeny, comparative functional anatomy, embryology, ecology, and natural history of the invertebrates.</i>
<i>BSC 121, 190 or equiv req. Lecture, laboratory, and field trips.</i>			294 ENTOMOLOGY
Relationships among living organisms and their environment at ecosystem, community, population, and individual levels.			4
202 ECOLOGY OF MAN	3 US-7	F.S	F.S
<i>Not for credit maj.</i>			<i>BSC 190 req. Lecture and laboratory.</i>
A study of the general principles and applications of ecology with emphasis on man's place in the ecosystem and how environmental problems are related to fundamental ecological principles.			Taxonomy and life histories of insects.
204 NATURAL SCIENCE	4 US-3	F.S	F.S
<i>Not for credit maj. Lecture, laboratory, and fieldwork.</i>			295 COMPARATIVE VERTEBRATE ANATOMY
The natural history of wildflowers, trees, birds, and mammals.			4
216 GENERAL PHYSIOLOGY	4	F.S	F.S
<i>BSC 121, 190 and Org Chem. Lecture and laboratory req.</i>			<i>BSC 190. Lecture and laboratory. Formerly BSC 192.</i>
Chemical and physical aspects of life processes.			Evolution and comparative anatomy of vertebrates.
			300 and 301 READINGS IN BIOLOGICAL SCIENCES
			1 ea
			F.S
			Reading and discussion of classical and modern biological literature.
			302 HISTORY OF BIOLOGY
			3
			F
			A study of great biologists emphasizing their contributions to the development of the biological sciences.
			303 NATURAL SCIENCE FOR ELEMENTARY TEACHERS
			3
			F.S
			<i>Not for credit maj min.</i>
			Present-day developments in science instruction.
			304 SEMINAR IN BIOLOGY
			1
			F.S
			Oral and written reports on current topics in biology.
			305 SPECIAL PROBLEMS IN BIOLOGY
			1-3
			F.S
			<i>Projects must be approved by the supervising faculty member and dept chprn prior to reg. Maximum of 3 hrs from BSC 305 or 398 may be counted toward major requirements.</i>
			306 REGIONAL AND AREA STUDIES
			1-9
			F.S
			<i>Usually given cooperatively with other depts.</i>
			Intensive study of particular lands, environments, cultures, and peoples.

307 METHODS IN THE TEACHING OF BIOLOGY 2-3

C&I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 or conc reg. Incl Clin Exp. BSC education major must register for 3 hrs. BSC Education minor, 2 or 3 hrs, depending upon major.

Methods, techniques, materials, and problems peculiar to the teaching of biology in the secondary school. Required for students in teacher education.

308 FIELD BIOLOGY 3

Summer

BSC 121 and 190 or equiv req. BSC 201 or equiv rec.

Survey of representative ecological communities of Central Illinois.

318 HISTOLOGICAL TECHNIQUES FOR ZOOLOGISTS**AND BOTANISTS 2**

F.S

Lecture and laboratory. Formerly LABORATORY TECHNIQUES

Preparation of microscope slides, special techniques for whole mounts, plastic embedding, plastic injections, and nerve preparations.

320 PLANT PATHOLOGY 4

BSC 121 req. Lecture and laboratory.

Morphology, life histories, host-parasite relationships and control measures for fungal, bacterial, and viral pathogens.

321 ADVANCED GENETICS 4

BSC 219 and 260 or cons inst req. Lecture and laboratory.

Advanced topics in genetics emphasizing recent discoveries, methodologies, and the interaction of genetics with other biological sciences.

326 PLANT PHYSIOLOGY 4

BSC 216 req. Lecture and laboratory. Formerly BSC 217.

Plant structure and function: photosynthesis, translocation, growth and development. Laboratory emphasis on independent experimentation.

331 TAXONOMY AND EVOLUTION OF VASCULAR PLANTS 4

BSC 121 req. Lecture and laboratory.

Plant classification and evolution with emphasis on native and naturalized species.

333 EVOLUTIONARY MORPHOLOGY OF VASCULAR PLANTS 4

BSC 121 req. Lecture and laboratory.

Comparative survey of structure, life histories, reproductive mechanisms, and evolutionary relationships of vascular plants.

334 INTRODUCTORY MYCOLOGY 3

BSC 121 req. Lecture and laboratory.

Morphology, taxonomy, and evolution of the fungi.

360 SANITATION 4

BSC 260 req. Lecture and laboratory.

Fundamental principles of environmental sanitation: water, waste water, streams, solid wastes, food, air, and radiation.

361 MICROBIAL**PATHOGENS OF MAN 4**

BSC 260 req. Lecture and laboratory. Formerly BSC 261.

Pathogenesis, identification, cultivation, and classification of bacteria, viruses, fungi, and animal parasites associated with diseases of man.

365 PHYCOLOGY 4

BSC 121 req. Lecture and laboratory.

Morphology, taxonomy, physiology, and ecology of the algae.

367 IMMUNOLOGY 4

BSC 121, and 260, or cons inst req. Offered every third semester. Lecture and laboratory.

Molecular, cellular, transplantation, and tumor immunology; laboratory techniques in immunology.

368 VIROLOGY 4

BSC 219 and 260 req. Lecture and laboratory.

An integrated view of virology including bacterial avian, insect, plant, and animal viruses. Involvement of viruses in disease and cancer. Viral diagnostics.

380 HISTOLOGY 4

BSC 190 req. Lecture and laboratory. Formerly BSC 480.

Microscopic anatomy of cells, tissues, and organs of vertebrates.

381 APPLIED HUMAN ANATOMY 4

BSC 182 or HPR 182 req. Lecture and laboratory.

Musculo-skeletal and nervous systems emphasized.

382 THE EYE: A LABORATORY AND CLINICAL STUDY 3

F

Anatomy and physiology of the eye. Lecture and laboratory, supplemented with clinical demonstrations on the detection and care of eye disorders.

383 PARASITOLOGY 4

BSC 190 req. Lecture and laboratory.

Morphology, life histories, and host-parasite relationships of arthropod, helminth, and protozoan parasites.

386 GROSS ANATOMY 4

BSC 182 or 295 or HPR 182 req.

Human body exclusive of head and neck.

387 GROSS ANATOMY 4

BSC 182 or 295 or HPR 182 req. Not for credit if had BSC 381.

Human head, neck, and neuroanatomy.

390 EVOLUTION 3

BSC 219 req.

Environmental, behavioral, and genetic mechanisms involved in the processes of evolution.

391 INSECT MORPHOLOGY 4

BSC 190 req. Lecture and laboratory. Formerly ENTOMOLOGY.

Comparative anatomy of the insects.

392 EMBRYOLOGY 4

Lecture and laboratory.

Comparative embryology of the vertebrates with emphasis on avian and mammalian embryos.

394 PROTOZOOLOGY 4

BSC 190 req. Lecture and laboratory.

Survey of the Phylum Protozoa, emphasizing morphology, physiology, reproduction, and taxonomy.

395 BIOLOGY OF THE LOWER VERTEBRATES 4

S

BSC 190 req. Lecture and laboratory.

The biology of fish, amphibians, and reptiles.

396 BIOLOGY OF THE HIGHER VERTEBRATES 4

S

BSC 190 req. Lecture, laboratory, and field trips.

The biology of birds and mammals.

398 PROFESSIONAL PRACTICE**IN BIOLOGY 2-6**

F.S. Summer

In standing in Biological Sciences with 2.5 GPA in all natural sciences req. Not for grad credit. May be repeated. Max 16 hrs, but no more than 3 hrs from BSC 305 or 398 may be counted toward major require-

ments. Approval of departmental professional practice advisor req.

Practical experience through employment in an agency such as biological research facilities, zoological or botanical gardens, game reserves, or environmental service. One credit per 50-60 hours work experience.

CHEMISTRY (CHE)

305 Felmley Hall

Chairperson: Douglas X. West.

Faculty: Professors: Duty, House, Ichniowski, Kurz, Reiter, Richardson, Ryder, Shulman, Stevenson, Tsang, West. Associate Professors: Bunting, Clark, Hansen, Hunt, Rothenberger. Assistant Professors: Gates, Webb.

Chemistry Programs

Degrees Offered: B.A., B.S. The Department of Chemistry is on the approved list of the American Chemical Society.

B.S. CHEMISTRY MAJOR

- 37 hours required in Chemistry, including at least 27 hours in courses numbered 200 or higher.
- Required courses: CHE 140 and 141 (or 150), 230, 231, 232, 233, 315, 350, 360, 361, 362, 363; one year of physics, preferably PHY 110 and 111; approved elective courses selected from CHE courses numbered 200 or higher.
- The following are highly recommended: one year of a foreign language, a course in computer programming, a course in technical writing and courses in biological sciences.

B.A. CHEMISTRY MAJOR

- 37 hours required in Chemistry, including at least 27 hours in courses numbered 200 or higher.
- Required courses: CHE 140 and 141 (or 150), 230, 231, 232, 360, 362; approved elective courses selected from CHE courses numbered 200 or higher.

Approved advanced elective courses from other natural sciences departments may replace a maximum of 6 of the required 27 hours. Students electing this program should also consult University requirements for the B.A. degree.

MAJOR IN CHEMISTRY EDUCATION

- 37 hours required in Chemistry, including at least 27 hrs in courses numbered 200 or higher. CHE 301 required in addition to the required courses for either the B.S. or B.A. Chemistry Major. A Teacher education student may elect either option as part of the entitlement program leading to certification: secondary 6-12.

MINOR IN CHEMISTRY

- 23 hours required in Chemistry, including at least 13 hours in courses numbered 200 or higher.
- Required courses: CHE 140 and 141 (or 150).

MINOR IN CHEMISTRY EDUCATION

- 23 hours required in Chemistry, including at least 13 hours in courses numbered 200 or higher. CHE 301 required in addition to the required courses for the Minor in Chemistry.

Basic Chemistry Courses for Majors: Chemistry majors normally are expected to take CHE 140 and 141. A student who demonstrates high achievement in chemistry

at the pre-college level may take CHE 150 in place of 140 and 141. CHE 110 and 114 may be taken in place of 140. This 6-hour sequence is designed for students who are not sufficiently prepared for CHE 140 and for students who elect to become Chemistry majors or minors after having completed CHE 110. Credit toward graduation is not given for both CHE 104 and 110, both CHE 110 and 140, or both CHE 114 and 140.

Chemistry Courses

102 SCIENCE AND MODERN MAN 3 US-3 F.S

Open only to students with no college credit in CHE. Selected topics from chemistry and science in general, and illustration of relevance of chemistry and other sciences to today's world.

104 ELEMENTS OF CHEMISTRY 4 US-3 F

Lecture and laboratory. Not for credit if had CHE 110. Materials charge optional.

Survey of general chemistry, including organic and biochemistry. Designed for students in home economics, nursing and other health related fields.

106 CHEMISTRY OF PHOTOGRAPHY 2

Lecture and demonstrations. Not for credit CHE maj min.

An introduction to photographic chemistry in black and white and selected color processes. Designed primarily for students with some experience in photographic processing.

108 CHEMISTRY AND THE CONSUMER 2 F.S

A college chemistry course or cons inst. Not for credit CHE maj min.

Chemistry of the production and use of common consumer products. A chemical approach to consumer education.

110 FUNDAMENTALS OF CHEMISTRY 4 US-3 F.S

Not for credit if had CHE 140, 141, or 150.

One-semester introductory survey of fundamental concepts, laws and theories of chemical science and their application to common chemical systems.

112 FUNDAMENTAL CHEMISTRY LABORATORY 1 US-3 F.S

CHE 110 or conc reg. Materials charge optional.

Experience in manipulation of fundamental laboratory apparatus and means of carrying out chemical synthesis and measurements on chemical systems.

114 FUNDAMENTALS OF CHEMISTRY (SUPPLEMENTARY) 2 F.S

CHE 110. Not for credit if had CHE 140.

Designed to bring the background of the student up through the level of CHE 140.

140 GENERAL CHEMISTRY I 5 US-3 F.S

First half of a two-semester sequence. Designed primarily for students with HS credit in CHE. Algebra is required. Not for credit if had CHE 110 or 114.

Fundamental principles of stoichiometry, periodicity, atomic structure, and thermochemistry with applications to gases, liquids, solids and solutions.

141 GENERAL CHEMISTRY II 5 US-3 F.S

CHE 114 or 140. Lecture and laboratory. Materials charge optional.

Continuation of CHE 140. Introduction to equilibrium, electrochemistry, acid-base theory, coordination compounds, inorganic and organic chemistry.

150 GENERAL CHEMISTRY	6	F
<i>Lecture and laboratory. Satisfactory completion of 150 replaces the 140-141 requirement. Admission is by invitation based on the results of placement tests and other evaluation techniques. Materials charge optional.</i>		
Accelerated study of the fundamentals of chemistry, designed for the student who demonstrates exceptional ability at the pre-college level.		
215 FUNDAMENTALS OF ANALYTICAL CHEMISTRY 3 F.S		
<i>CHE 141 or 150. Lecture and laboratory. Materials charge optional.</i>		
Theory and practice of selected modern analytical methods.		
220 ELEMENTARY ORGANIC CHEMISTRY	5	F.S
<i>CHE 112 or 141. Not for credit if had CHE 230. Lecture and laboratory. Materials charge optional.</i>		
One-semester survey of organic chemistry. For non-majors. Fundamental principles of structure and mechanisms of organic reactions.		
230 ORGANIC CHEMISTRY I	3	F.S
<i>First half of a two-semester sequence. CHE 141 or 150 and corequisite of CHE 231. No credit will be granted in CHE 230 until credit is earned in CHE 231. Not for credit if had CHE 220.</i>		
Introduction to chemistry of aliphatic and aromatic organic compounds.		
231 ORGANIC CHEMISTRY LABORATORY I	2	F.S
<i>First half of a two-semester sequence. CHE 141 or 150 and corequisite of CHE 230. No credit will be granted in CHE 231 until credit is earned in CHE 230. Materials charge optional.</i>		
Laboratory practice illustrating preparations and reactions typical of functional groups.		
232 ORGANIC CHEMISTRY II	3	F.S
<i>CHE 230.</i>		
Continuation of CHE 230, including synthetic and mechanistic features of organic reactions.		
233 ORGANIC CHEMISTRY LABORATORY II	2	F.S
<i>CHE 232, conc reg. Materials charge optional.</i>		
Laboratory practice in newer techniques and methods of organic chemistry.		
242 BASIC BIOCHEMISTRY	3	F.S
<i>One sem of organic chemistry. Not for credit if had CHE 342.</i>		
Introduction to the chemistry of carbohydrates, lipids, proteins, nucleic acids and enzymes. Brief treatment on vitamins and intermediary metabolism.		
280 ENVIRONMENTAL CHEMISTRY	3	F
<i>CHE 141 or 150 and any 200 level chemistry course.</i>		
Aquatic, soil, and atmospheric chemistry and the attendant problems of water, soil, and air pollution. Causes of pollutants and methods of analyzing for them.		
290 RESEARCH IN CHEMISTRY	1-4	F.S
<i>19 hours of CHE: Only three hrs are applicable towards the maj. Department form must be completed prior to registration. May be repeated. Max 6 hrs.</i>		
301 TEACHING OF CHEMISTRY	2-3	F
<i>20 hrs of CHE. For teaching maj min only. CHE education min should register for 2 hrs. C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc reg. Incl Clin Exp.</i>		

Modern methods and curricula of high school chemistry.

302 INDUSTRIAL CHEMISTRY	3	S
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One semester of organic chemistry.

Scientific and applied aspects of community and industrial problems.

315 ANALYTICAL CHEMISTRY	3	F.S
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CHE 362 or conc reg. Lecture and laboratory. Materials charge optional.

Emphasis on modern instrumental methods of chemical analysis including electroanalytical, optical and chromatographic methods.

323 QUALITATIVE ORGANIC ANALYSIS	3	F
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CHE 233. Lecture and laboratory. Materials charge optional.

Identification of organic compounds with emphasis on modern spectrometric methods.

342 GENERAL BIOCHEMISTRY I	3	F.S
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CHE 232 or one year of organic chemistry. Not for credit if had CHE 242.

Survey of the chemical and physical properties of amino acids, carbohydrates, lipids and nucleic acids, and structure and function of proteins, including enzyme kinetics.

343 BIOCHEMISTRY LABORATORY	3	
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CHE 342 or conc reg or CHE 242. Lecture and laboratory. Materials charge optional.

Application of biochemical principles and methods discussed in companion course, CHE 342.

344 GENERAL BIOCHEMISTRY II	3	F.S
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CHE 342.

A survey of important aspects of intermediary metabolism, metabolic regulation, membrane transport and bioenergetics. Topics will include hormonal controls and immunological response.

350 INORGANIC CHEMISTRY	3	F.S
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CHE 362.

Survey of modern inorganic chemistry including structure of inorganic compounds, coordination chemistry, non-aqueous solvents and selected inorganic reactions.

360 PHYSICAL CHEMISTRY I	3	F.S
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CHE 141 or 150; PHY 109 or 111; 8 hrs of CHE or PHY courses numbered 200 or higher; MAT 116.

First of a series in theoretical chemistry dealing with descriptions of gases, liquids, solutions, thermochemistry, thermodynamics, chemical and phase equilibrium, kinetic theory, and chemical kinetics.

361 PHYSICAL CHEMISTRY LABORATORY I	1	F.S
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CHE 360 or conc reg. Materials charge optional.

Laboratory applications of principles treated in physical chemistry.

362 PHYSICAL CHEMISTRY II	3	F.S
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CHE 360.

Continuation of CHE 360, including ionic equilibrium, conductance, electromotive force, spectroscopy, molecular theory and miscellaneous applications of quantum theory.

363 PHYSICAL CHEMISTRY LABORATORY II	1	F.S
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CHE 362 or conc reg. One three-hour laboratory period per week. Materials charge optional.

Laboratory studies of the derivations and applications of principles treated in physical chemistry.

380 TOPICS IN CONTEMPORARY		
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CHEMISTRY **1-3** **F.S**

May be repeated.

New concepts and recent developments in the fields of organic, inorganic, analytical, physical and biochemistry.

**398 PROFESSIONAL PRACTICE:
INDUSTRIAL-GOVERNMENT
INTERNSHIP IN CHEMISTRY 2-6 F.S
Summer**

CHE 232 and 233 or equiv. Jr or Sr standing in chemistry. 2.5 GPA in all science and mathematics courses. Not for grad credit or requirements for undergrad maj min in Chemistry. May be repeated. Max 16 hrs, but no more than 4 hrs per semester may be used to meet graduation requirements. Course offered as credit/no credit.

Practical experience by employment in an industrial or government laboratory. May be two to five periods of one semester each.

COMMUNICATION (COM)

116 Stevenson Hall

Chairperson: William D. Semlak.

Faculty: Professors: Cragan, Smith, Streeter, Watkins, White, Wiman, Wright. Associate Professors: Boaz, Holdridge, Jackson, Konsky, Semlak, Tcheng, Tuttle, Williams. Assistant Professors: Comadena, Cupack, Cutbirth, Hazleton, Hustuft, Kapoor, Long, Petersen, Shapiro, Shelly, Waldo, Wilford, Wisely. Instructors: Baaske, Bolckom, Brooks, Davis, Day, Elzy, Goldstein, Iverson, Jennings, Link, Moffitt, Rasmussen, Weber. Lecturers: Garee, Garvert, Moore.

MINOR IN PUBLIC RELATIONS

— 24 hours required.

- Required courses: COM 165, 178, 268, 297, 378. Note: Students seeking a minor in Public Relations who are not majoring in Mass Communication are permitted to waive the COM 160 prerequisite for COM 165.
- A maximum of nine (9) hours counted toward the Public Relations minor may be applied toward a major or minor within the department.
- Nine (9) hours of COM electives selected from the following areas (*means highly recommended):
 - Graphics and Photography: 240*, 241*, 266, 365, and 366.
 - Organizational and Professional Communication: 202*, 227 (not recommended for declared Speech Communication majors), 228, 321*, 324*, 325, and 329*.
 - Mass Communication and Production: 163*, 166*, 269, 362, 364*, 367, 368, and 385*.

Library Science-Instructional Media Programs

Degrees Offered: B.A., B.S. in Library Science.

MAJOR IN LIBRARY SCIENCE

- 37 hours in Library Science required.
- Required courses: COM 101, 115, 120, 305, 306 or 307 or 308, 310, 312, and 391. The remaining courses may be chosen within or outside the COM Library Science offerings, but in either case must be approved by the student's academic adviser.

MAJOR IN LIBRARY SCIENCE EDUCATION

- 37 hours in Library Science required. Part of entitlement program leading to certification: secondary 6-12.

- Required courses: COM 101, 115, 120, 240, 301, 305, 306, 307, 310, 312, 365, 391. It is strongly recommended that COM 170 or 242 or 271 be considered as electives.
- Clinical experiences are included in COM 101, 115, 240, 301, 305, 306, 307, 310, 312, 365 and 391. Additional opportunities are available through departmental programs.

MINOR IN LIBRARY SCIENCE

- 19 hours in Library Science required.
- Required courses: COM 101, 115, 305, 306 or 307 or 308, 310, 312. COM 120 and 391 are recommended for students preparing for graduate work in Library Science.

MINOR IN LIBRARY SCIENCE EDUCATION

- 19 hours in Library Science required.
- Required courses: COM 115, 240, 305, 306 or 307, 310, 312.
- Clinical experiences for Library Science are included in COM 101, 115, 240, 301, 305, 306, 307, 310, 312, 365 and 391. Additional opportunities are available through departmental programs.

MINOR IN INSTRUCTIONAL MEDIA

- 24 hours required.
- Required courses: COM 240, 241, 365, 366; 12 hours selected from ART 101, 103, 104, 109, 226; COM 160, 162, 163, 310, 337, 362; IT 190, 210, 250, 251, 253.
- COM 240, 241, 365, and 366 cannot be used to satisfy the requirements for both a major in Library Science and a minor in Instructional Media.

Mass Communication Programs

Degrees Offered: B.A., B.S.

MAJOR IN MASS COMMUNICATION

- 36 hours required. Note: Transfer into the Mass Communication Major requires a 2.5 GPA.
- Required courses (21 hrs. in Broadcasting; 27 hrs. in Journalism): COM 160, 260, 360, 361. Either COM 162, 163, and 264 in Broadcasting or COM 165, 166, 265, 269, and 385 in Journalism.
- Electives (15 hours) for emphasis in Broadcasting or (9 hours) for emphasis on Journalism selected from COM 110, 161, 162, 163, 165, 166, 167, 263, 264, 265, 266, 267, 268, 269, 270, 287, 296, 297, 362, 363, 364, 368, 369, 380, 385, 398.

Admission Requirements: To gain final admission to the Mass Communication major program, students must have completed at least 45 semester hours, 15 of which have been earned at Illinois State. In addition, students will normally be expected to have completed COM 160 (or its equivalent at another institution) with a grade of C or better, and to have a grade point average at Illinois State of 2.5 or better. (Exemptions from the COM 160 and GPA requirements may be made for students from academically disadvantaged backgrounds who demonstrate a potential for academic success. Exceptions are granted on the recommendation of the Mass Communication adviser and the department chairperson.) Students must complete a formal application with the Department of Communication. Further information on admission procedures is available in the department.

MINOR IN MASS COMMUNICATION

- 18 hours required.
- Required Course: COM 160.
- 15 hours of electives selected in consultation with an academic adviser from COM 110, 161, 162, 163, 165, 166, 167, 260, 263, 264, 265, 266, 267, 268, 269, 270, 287, 296, 297, 360, 361, 362, 363, 364, 368, 369, 380, 385, 398.

MINOR IN JOURNALISM EDUCATION

- 24 hours required. Typing ability is a prerequisite to this minor.
- Required courses: COM 160, 165, 166, 265, 266, 269, 385.
- Electives: COM 268 or IT 250.

Honors in Mass Communication: The Department of Communication offers students an opportunity to demonstrate outstanding achievement in the study of Mass Communication by means of participation in the Department Honors Program. The department also offers in-course honors work in all its courses at the discretion of the instructor for students enrolled in the Honors program. Qualified students are encouraged to inquire about admission by contacting the chairperson of the department.

Speech Communication Programs

Degrees Offered: B.A., B.S.

MAJOR IN SPEECH COMMUNICATION

- 30 hours required.
- Required courses: COM 110, 297.
- A minimum of 6 hours must be at the 300 level (excluding 380 and 398).
- 24 hours of electives selected from the following groups of courses: minimum of 3 hours selected from Interpersonal and Group Variables courses (COM 123, 175, 210, 223, 225, 227, 228, 323, 325, 329, 370); minimum of three hours from Rhetorical Variables courses (COM 125, 201, 202, 203, 226, 302, 303, 304, 321, 324, 371); minimum concentration of six additional hours from one of the above groupings of courses. Other electives available from Communication Methods and Research courses include COM 296, 380, 398. Electives available from Educational Variables courses include COM 199, 242, 280, 281, 330, 381.

MAJOR IN SPEECH COMMUNICATION EDUCATION

- 40 hours required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses (28 hours): COM 110, 123, 125, 199, 202, 223, 281, 297, 324, 381.
- Elective courses (12 hours) chosen from two of the following groups:
 - Group A (Small Group/Interpersonal), 6 hours from COM 225, 323, 329, 370.
 - Group B (Social Communication), 6 hours from COM 175, 201, 303, 304, 371.
 - Group C (Rhetorical Criticism), 6 hours from COM 226, 302, 321.
 - Group D (Education), 6 hours from COM 242, 280, 296, 330, 380, 398.
 - Group E, 6 hours from COM 160, 360; THE 141, 341 (not for credit THE maj, min); PAS 311.
- Clinical experiences are included in COM 199, 202, 223,

281, 380, 398. Additional opportunities are available through other departmental programs.

Students majoring in Speech Communication Education are advised that if they have a minor other than English, they must have 6 semester hours in rhetoric and composition to meet state teaching standards.

MINOR IN SPEECH COMMUNICATION

- 18 hours required.
- Required course: COM 110.
- A minimum of 3 hours must be at the 300 level (excluding 380 and 398).
- 15 hours of electives selected from COM 123, 125, 199, 201, 202, 203, 223, 227, 228, 297, 302, 303, 304, 321, 323, 324, 325, 329, 330, 370, 371.

MINOR IN SPEECH COMMUNICATION EDUCATION

- 25 hours required.
- Required courses (22 hours): COM 110, 123, 125, 199, 223, 281, 297, 324.
- Electives (6 hours) selected from COM 160, 201, 202, 210, 225, 226, 296, 302, 303, 304, 321, 323, 325, 329, 330, 360, 370; THE 141, 341; PAS 311.

Students minoring in Speech Communication Education or Journalism Education are advised that if they have a major other than English, they must have 6 semester hours in rhetoric and composition to meet state teaching standards.

Honors in Speech Communication: The Department of Communication offers honors work in Speech Communication to highly qualified students who wish to pursue individualized programs of study. The department also offers in-course honors work in all its courses at the discretion of the instructor for students enrolled in the University Honors program. Students interested in participating in the department's Honors program may secure further information by contacting the chairperson of the department.

Communication Courses

101 THE LIBRARY IN SOCIETY 3 F

Incl Clin Exp. Formerly INF 101.

Survey of librarianship and areas of service. Significance and responsibilities of contemporary libraries. Professional organizations, standards, library legislation.

102 LIBRARY AND INFORMATION RESOURCES 3 F.S

Not for credit if had COM 115.

Study of the role of information in society and development of competencies for retrieving information from libraries and other sources.

110 FUNDAMENTALS OF SPEECH COMMUNICATION 3 US-1 F.S

Formerly INF 110.

Theory and practice in developing skills in interpersonal, small group, and public communication. Preparation and presentation of speeches and participation in various communication activities.

115 BASIC REFERENCE SOURCES 3 F

Incl Clin Exp. Formerly INF 115.

Basic reference sources for libraries with collection of printed and non-printed material. Criteria for evaluating reference books and practical experience in using them.

120 HUMAN RECORDS AND LIBRARIES	3	S	
Formerly INF 120.			
Human communication from earliest records to invention of printing and advent of mass media: libraries and their growth in relation to these developments and to society.			
123 INTERPERSONAL COMMUNICATION	3	US-1	F.S
Formerly INF 123.			
An introduction to two-person interaction in a variety of contexts.			
125 ARGUMENTATION	3	US-1	F.S
Formerly INF 125.			
Theory and practice of advocacy.			
140 INTRODUCTION TO THE COMPUTER WORLD	3	US-7	F.S
Also offered as ACS 140. Formerly INF 140.			
A nontechnical course designed to develop effective computer users and to acquaint the students with the impact of computers on the person and society. No previous computer experience or mathematics requirements necessary.			
160 INTRODUCTION TO MASS COMMUNICATION	3		F.S
Formerly INF 160.			
Mass Media development and function in modern society: technological basis, economic and political foundations, social implications.			
161 ANNOUNCING PRACTICUM	1		F.S
May be repeated. Max 4 hrs. Formerly INF 161.			
Supervised experience in an announcing assignment at local facilities or off-campus stations. The student must obtain the assignment and arrange with the instructor for weekly critique sessions.			
162 RADIO PRODUCTION	3		F.S
COM 160 req. 2 hrs. lecture, 2 hrs. laboratory. Materials charge optional. Formerly INF 162.			
Skills in utilizing equipment and procedures necessary to produce programs for radio. Script writing and directing included.			
163 TELEVISION PRODUCTION	3		F.S
COM 160 req. 2 hrs lecture, 2 hrs laboratory. Formerly INF 163.			
Development of skills necessary in producing a television program. Function of television equipment and facilities. Evaluation of current production techniques. Producing and directing included.			
165 REPORTING I	3		F.S
COM 160 and typing ability req. Formerly INF 165.			
Intensive training in the fundamentals of newsgathering and newswriting.			
166 COPY EDITING	3		F.S
COM 160, 165 req. Formerly INF 265 (77-78 Catalog) and INF 166.			
Advanced training in rewriting and editing stories, headlines, writing, page layouts, and work on a campus publication.			
167 BROADCAST NEWS I	3		F.S
COM 160, 165 req. Formerly INF 167.			
Provide an understanding of the role of the broadcast journalist and develop some of the basic skills of the profession.			
170 LITERATURE FOR THE ELEMENTARY SCHOOL	3		F.S
Also offered as ENG 170. Formerly INF 170.			
Prose and poetry for kindergarten through eighth grade;			
			emphasis on classics, best of twentieth-century works, folklore heritage, and mythology.
175 BLACK REVOLUTIONARY COMMUNICATION		3	F
Formerly INF 175.			
178 INTRODUCTION TO PUBLIC RELATIONS	3		F.S
COM 110 and ENG 101 rec.			
Examines functions of public relations in society and surveys concepts, theories, and principles of effective public relations.			
199 PRACTICUM IN SPEECH COMMUNICATION	1		F.S
May be repeated. Max 4 hrs. Incl Clin Exp. Formerly INF 199.			
Training and participation in speech activities.			
201 COMMUNICATION AND SOCIAL ISSUES I	3		F
COM 110 rec. Formerly INF 201.			
Criticism of communicative discourse concerning reform movements, religious controversy, socialism, and other topics.			
202 PERSUASIVE PUBLIC SPEAKING	3		F.S
COM 110 rec. Incl Clin Exp. Formerly INF 202.			
Provides the student an opportunity to develop skills in persuasive speaking in a variety of situations. Focuses on message content and organization appropriate for different situations.			
203 POPULAR CULTURE	3		S
COM 110 rec. Formerly INF 203.			
Survey of selected topics, research techniques, and media used for persuasive ends within the popular culture.			
210 PRINCIPLES OF PARLIAMENTARY PROCEDURE	3		S
Formerly INF 210.			
Formal instruction in main, subsidiary, privileged, and incidental motions. Basic tenets of parliamentary law including relationship of principles of parliamentary procedure to bylaws and governance documents are covered. Actual practice provided in the conduct of business meetings. Functions of major officers of the assembly are discussed and demonstrated.			
223 SMALL GROUP PROCESSES	3	US-1	F.S
Incl Clin Exp. Formerly INF 223.			
Theory and practice in reflective group discussion methods.			
225 NONVERBAL COMMUNICATION	3		F.S
COM 110 rec. Formerly INF 225.			
Consideration of gesture, space, time, touch, objects, environment, voice, and eye behavior, and their relationship to communication and culture.			
226 CLASSICAL RHETORIC	3		
Formerly INF 226.			
Analysis of classical rhetoricians and rhetorics, from the early Greek sophists to Saint Augustine, with special attention to impact on modern theory construction.			
227 ORGANIZATIONAL AND PROFESSIONAL SPEAKING	3		F.S
Formerly INF 227: BUSINESS AND PROFESSIONAL SPEAKING.			
Learning experiences in critical analysis of communication events, group problem solving, interviewing, technical speaking, and persuasive speaking.			

228 INTRODUCTION TO INTERVIEW 3

F.S

Formerly INF 228.

Learning experiences in the selection, organization, oral presentation of ideas through the interview situation. The course stresses the informational context of communication when interviewing.

240 UTILIZATION OF AUDIOVISUAL MATERIALS 3

F.S

Lecture and laboratory. Incl Clin Exp. Materials charge optional. Formerly INF 240.

Surveys the theory, materials, and methodology of instructional technology. Laboratory experiences include equipment operation, evaluation of materials, and basic graphic production techniques.

241 BASIC PHOTOGRAPHY 3

F.S

Materials charge optional. Student must provide own 35 mm adjustable camera, meter, and flash. Lecture and laboratory. Not for credit if had COM 266. Formerly INF 241.

Camera manipulation, lighting, composition, and darkroom procedures.

242 EXPERIENCING BOOKS THROUGH SPEECH 3

F.S

COM 110. Formerly INF 242.

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud.

260 MASS COMMUNICATION: CULTURAL CRITICISM AND PROBLEMS 3

F.S

COM 160 req. Formerly INF 260.

The mass media as a social system. Their impact on the cultural and economic life of the nation. The need for continuing decisions regarding public policy.

263 ADVANCED TELEVISION PRODUCTION 3

F.S

COM 160, 163 req. 2 hrs lecture, 4 hrs laboratory. Formerly INF 263.

Creating visual appeal through the television medium. Aesthetics in preparing television programs. Advanced producing/directing techniques in commercial broadcasting and television as an art form.

264 BROADCAST PROGRAMMING 3

F.S

COM 160 req. Formerly INF 264.

The format and scheduling of programs as practiced by station and network management and viewed from the perspective of the advertiser, the manager, the consumer, and the government.

265 REPORTING II 3

F.S

COM 160, 165 req. Formerly INF 166 (77-78 Catalog) and INF 265.

Advanced training in newsgathering and newswriting with practical application.

266 PHOTO JOURNALISM 3

F.S

COM 160, 165 rec. Not for credit if had COM 241. Materials charge optional. Formerly INF 266.

Development of skills and techniques in the production of still photographs for printed publication and television.

267 BROADCAST NEWS II 3

F.S

COM 160, 165, 167 req. Formerly INF 267.

Refinement of skills in broadcast news through laboratory work on daily television newscasts.

268 COMMUNITY RELATIONS 3

F.S

COM 165 req. Formerly INF 268.

Introduction to public relations functions and training in

production of news releases, news letters and other publications for employees and communities.

269 SPECIALIZED PUBLICATIONS 3

S

COM 165 req. Formerly INF 269.

Training in editing, management, production and finance of magazine, small newspapers, and annual reports. Instruction applicable to advisement of school publications.

270 DOCUMENTARY IN FILM AND BROADCASTING 3

S

Also offered as THE 270. Formerly INF 270.

Historical, philosophical, and theoretical consideration of documentary approach in films, television, and radio.

271 LITERATURE FOR LOWER GRADES 3

F.S

Also offered as ENG 271. Does not repeat material of COM 170. Formerly INF 271.

Wide reading in variety of books available for kindergarten and primary grades, criteria for book selection, development of literature programs.

272 LITERATURE FOR UPPER GRADES 3

F.S

Also offered as ENG 272. Does not repeat material of COM 170. Formerly INF 272.

Wide reading in variety of books available for grades four through eight, criteria for book selection, development of literature programs.

281 PRINCIPLES OF SPEECH EDUCATION 3

F

C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req. Incl Clin Exp. Formerly INF 281.

Methods and materials for teaching secondary speech communication. Planning and applying strategies, methods of measurement, classroom criticism of performance, selection and compilation of materials.

296 INDEPENDENT RESEARCH IN COMMUNICATION 3

F.S

*Project approval by chrpn and inst prior to reg. Formerly INF 298.***297 COMMUNICATION RESEARCH METHODS 3**

F.S

Formerly INF 297.

Methods of scholarly research and critical evaluation of research.

301 ADVANCED REFERENCE SOURCES 3

S

Incl Clin Exp. Formerly INF 301.

The selection, use, and evaluation of print and non-print reference materials in selected subject field.

302 COMMUNICATION CRITICISM 3

S

Formerly INF 302.

The course develops critical skills for describing, interpreting and evaluating communication from different theoretical perspectives.

303 CONTROVERSY AND CONTEMPORARY SOCIETY 3

S

Formerly INF 303.

Contemporary communication on current significant, controversial issues.

304 FREEDOM OF SPEECH AND PRESS 3

S

Formerly INF 304.

A study of First Amendment rights. Emphasis on Supreme Court decisions relating to political dissent, obscenity, provocation and demonstration, and press freedom.

305 BUILDING AND MAINTAINING LIBRARY COLLECTIONS 3*Incl Clin Exp. Formerly INF 305.*

A survey of general selection aids, principles of selection, criteria for evaluation. Development of a materials selection policy, intellectual freedom and censorship.

306 LIBRARY MATERIALS FOR CHILDREN 3*COM 305 rec. Incl Clin Exp. Formerly INF 306.*

Selection, evaluation and use of media in various subject areas. Use of materials in meeting individual interests, needs, and abilities of children.

307 MEDIA FOR YOUNG ADULTS 3 F*COM 305 rec. Incl Clin Exp. Formerly INF 307.*

Selection, evaluation, and use of media for young adults in public and secondary school libraries. Materials are related to development of young people and to the school curriculum.

308 LIBRARY MATERIALS FOR ADULTS 3*COM 305 rec. Formerly INF 308.*

Evaluation, selection, and use of materials/media for adults. A study and analysis of interests and information needs.

310 ORGANIZATION OF LIBRARY MATERIALS 4 F.S*Supervised laboratory work. Incl Clin Exp. Formerly INF 310.*

Principles of cataloging and classification and their application in organizing media collections; Dewey Decimal Classification System and the Anglo-American cataloging code.

312 ADMINISTERING LIBRARIES 3 F*Incl Clin Exp. Formerly INF 312: ADMINISTRATION OF THE LIBRARY MATERIALS CENTER.*

Principles and procedures in planning, directing, and evaluating library organizations.

319 COMPUTER GRAPHICS 3 F.S*Also offered as IT 319. Materials charge optional. Formerly INF 319.*

Combination of graphic techniques and computer programming as means of industrial communication applied to solution and interpretation of technological problems.

321 MESSAGE COMPOSITION 3 F*COM 110 rec. Formerly INF 321.*

The application of communication theory and research to the composition of informative and persuasive messages. Emphasis: organizational and language factors affecting mediated and non-mediated communication.

323 THEORY AND RESEARCH IN SMALL GROUP COMMUNICATION 3 F.S*COM 110, 297 rec. Formerly INF 323.*

Theoretical and experimental literature dealing with small group communication processes.

324 THEORY AND RESEARCH IN PERSUASION 3 S*COM 110, 297 rec. Formerly INF 324.*

A survey of contemporary theoretical and empirical literature dealing with the question of how an individual's attitudes, beliefs, and social behaviors are affected by communication.

325 THEORY AND RESEARCH IN INTERPERSONAL COMMUNICATION 3 S*COM 110 and 297 rec.*

Analysis of interpersonal communication and research and its implications for developing, maintaining, and terminat-

ing relationships. Focus on developing communicative competence.

326 LIBRARY SERVICES FOR SPECIAL GROUPS 3*Formerly INF 326.*

Trends in the development of services, primarily by public libraries in the United States and in Illinois, for groups with unique needs.

327 SPECIAL LIBRARIES 3 F*Supervised field trips. Formerly INF 327.*

Survey of the services and functions of the major types of special libraries.

329 ORGANIZATIONAL COMMUNICATION 3 F.S*COM 110 rec. Formerly INF 329.*

An examination of theoretical and experimental literature dealing with communication in an organizational setting.

330 DIRECTING THE FORENSIC PROGRAM 3*COM 110 rec. Formerly INF 330.*

Theoretical and procedural aspects of organizing and maintaining a debate and individual speaking events program.

337 PROGRAMMED LEARNING 3 F*Formerly INF 337.*

Construction and evaluation of programmed sequences for various media; analysis and application of theories as they relate to instruction.

340 COMPUTER APPLICATIONS IN EDUCATION 3 S

Examination and discussion of the ways computers may be used in education. Emphasis on selection, production, and evaluation of computer instructional programs.

345 INTRODUCTION TO LIBRARY TECHNOLOGY 3 F*Formerly INF 345.*

Application of mechanized, automated and computerized equipment to achieve economy, efficiency and speed in library operations. Analysis and design of library systems.

360 MASS COMMUNICATION: THEORY AND EFFECTS 3 F.S*COM 160 req. Formerly INF 360.*

A critical examination of channel and receiver variables and their effects on the act of moving information through a given medium. Students participate in at least one research project of their design.

361 REGULATION OF THE COMMUNICATION INDUSTRY 3 F*COM 160 req. Lecture and laboratory. Formerly INF 361.*

The legal background of mass media, specific laws affecting media operations, and industry efforts at self regulation.

362 INSTRUCTIONAL TELEVISION 3 F.S*Lecture and laboratory. Formerly INF 362.*

Television as a means of instruction in terms of research, technique, utilization and evaluation.

363 PRIVACY AND INFORMATION PROCESSING 3 F*Formerly INF 363.*

An examination of concepts about individual privacy as related to the processing of information in a technological society. The study of institutional procedures with regard to the dissemination of sensitive information.

364 BROADCAST AND MANAGEMENT 3 S*COM 160, 264 rec. Formerly INF 364.*

The role and functions of broadcast media managers in society.

365 FUNDAMENTALS OF GRAPHIC PRODUCTION 3 F,S*COM 240 rec. Lecture and laboratory. Incl Clin Exp. Materials charge optional. Formerly INF 365.*

Fundamental skills and techniques for mounting, lettering, coloring, illustrating and reproducing graphic materials.

366 GRAPHIC DESIGN AND PRODUCTION 3 S*COM 365 rec. Lecture and laboratory. Materials charge optional. Formerly INF 366.*

Design and practice in the application of skills and knowledge to specific production problems. Student must integrate skills, knowledge of materials, design, and communication theory.

367 AUDIO PRODUCTION 3 F*Lecture and laboratory. Materials charge optional. Formerly INF 367.*

Selection, evaluation, production, operation and maintenance of audio devices and materials.

368 MOTION PICTURE PRODUCTION 3 S*Lecture and laboratory. Materials charge optional. Formerly INF 368.*

Theory and practice in planning and producing motion pictures. Considers treatments, storyboard, script writing, shooting, editing, titling and technical problems of production. Student provides film and processing.

369 INTERNATIONAL COMMUNICATION SYSTEMS 3 S

Examination of mass communication systems employed in foreign countries, their roles in national and international social and cultural development.

370 PSYCHOLOGY OF LANGUAGE 3 S*COM 110, 297 rec. Formerly INF 370.*

Theories and experimental research relating to the development and functions of language.

371 POLITICAL COMMUNICATION 3-4 F*6 hrs COM, or 6 hrs POS rec. Formerly INF 371.*

Basic theory and research relating to political campaign communication. Special attention is paid to the persuasive process of political campaigning focusing upon the role of the media, the candidate, image creation and other selected topics on political campaign communication.

374 STORYTELLING 3 S*Also offered as ENG 374. Formerly INF 374.*

The art of storytelling based on knowledge of folklore heritage with experiences in oral transmission of literature in library or classroom settings.

378 APPLICATIONS IN PUBLIC RELATIONS 3 F,S*COM 165, 268 req. Undergraduate credit only. Formerly INF 378.*

Principles and procedures for the professional practice of public relations. Students prepare case study notebooks and publicity campaign packages.

380 DIRECTED PROJECTS 1-3 F,S*Complete dept. application prior to registration. Formerly INF 380.*

Arranged on-campus practical experience under the guidance of department academic supervisors. 6 hours of 398 and/or 380 credit are applicable to the major; 18 hours of 398 and/or 380 credit are applicable to graduation.

381 PROBLEMS IN THE TEACHING OF COMMUNICATION 3 S*C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc reg. Incl Clin Exp. Formerly INF 381.*

Identification of common and unique problems in teaching communication concepts and skills. Approaches to resolving classroom problems.

385 EDITORIAL AND FEATURE WRITING 3 F,S*Formerly INF 385.*

Advanced training in writing feature articles and editorials for newspapers and magazines.

386 TECHNICAL COMPUTER PROGRAMMING 3*Also offered as IT 386. Laboratory arranged. Materials charge optional. Formerly INF 386.*

Digital computer systems, programming digital computers and their use in solving problems related to applied sciences and technologies.

391 PROFESSIONAL METHODS IN LIBRARY SCIENCE AND INSTRUCTIONAL MEDIA 3 F,S*Sr in Library Science or grad standing in Instructional Media or cons inst. Incl Clin Exp. C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc reg. Formerly INF 391.*

Identification, examination and appraisal of professional methods, competencies, standards of practice and current issues and problems in the library science and instructional media field.

398 PROFESSIONAL PRACTICE 1-12 F,S*Complete dept. application prior to registration. Formerly INF 398.*

Arranged off-campus practical experience under the guidance of professionally qualified academic and agency supervisors. 6 hours of any combination of 398 and 380 credit are applicable to the major.

ECONOMICS (ECO)

425 Stevenson Hall**Chairperson:** Alan E. Dillingham.**Faculty:** Professors: Chizmar, Harden, Laumas, McCarney, Owen, Singh. Associate Professors: Hiebert, Ostrosky, Ramsey. Assistant Professors: Anyetei, Barrese, Coffin, Cohn, Dillingham, Nelson, Nikolskaya, Nyman, Skaggs, Stuart. Instructors: Crowe, B. Holland, S. Holland, Tinsley, Wasserkrug, Wingler.

Economics Programs

Degrees Offered: B.A., B.S.

MAJOR IN ECONOMICS

— 27 hours in Economics required.
— Required courses: ECO 100, 101, 130, 131, 240, 241. MAT 115 or 121 may be substituted for ECO 130. MAM 100 may be substituted for ECO 131. FAL 217 may be substituted for ECO 239 as an elective in the major; however, a minimum of 21 hours of coursework from the Department of Economics must be included in the major. Students majoring in Economics may elect (but are not required to elect) a concentration in one of the following three areas. The courses are listed below for advising

purposes only and do not necessarily count toward the required 27 hours in Economics:

1. Business and Government: Required courses above plus FAL 210 and 211, ACC 131 and 132, and ACC 160 or MAT 168.
2. Graduate School: Required courses above plus MAT 116, 117, 168, 225, 350, 351; ECO 330, 331, and 333.
3. Social Sciences: Required courses above plus 12 hours in the Social Sciences (POS, PSY, SAS) with at least one course from each of these three departments.

MINOR IN ECONOMICS

- 18 hours in Economics required.
- Required courses: ECO 100, 101.
- MAT 115 or 121 and MAM 100. FAL 217 may be used to meet the requirements of the minor; however, a minimum of 15 hours of coursework from the Department of Economics must be included in the minor.

MINOR IN ECONOMICS EDUCATION

- Program requirements are the same as those for the Minor in Economics.

A concentration in Quantitative Economics is available to students under the Comprehensive Arts and Sciences major, and under the Contract Major. Courses in this program should include ECO 100, 101, 131, 240, 241, 330, 331, and 333; MAT 115, 116, 117, 175, 350, 351. Interested students may contact the department chairperson in either Economics or Mathematics.

Honors in Economics: Candidates for honors must be ECO majors with a grade point average of 3.30 overall, and 3.75 or higher in economics courses. Students will be expected to complete 6 hours of course work designated as honors course work within the Department of Economics. These could be 100 and 101 honors, or two in-course honors at the 200 or 300 level. The in-course honors requires individual negotiation with a faculty member teaching the course. In addition, the achievement of honors requires the writing of a substantial original paper. The student will enroll in Independent Honors Study and will receive help from the faculty member to whom he or she is assigned. At the end of the semester the student will make an oral presentation of the paper to a meeting of Omicron Delta Epsilon, the Economics Honor Society. One copy of the original paper will be kept in the department office and be available for inspection. Honors credit will show on the official transcript and will be stated on the diploma.

Economics Courses

100 PRINCIPLES OF ECONOMICS I 3 US-5 F.S

Elements of supply and demand analysis, national income determination, the banking system, fiscal and monetary policy, international finance (or balance of payments problems) and economic growth and development.

101 PRINCIPLES OF ECONOMICS II 3 US-5 F.S

Foundations of supply and demand, behavior of firms under various market structures, factor pricing and the distribution of income, international trade.

130 INTRODUCTION TO MATHEMATICAL ECONOMICS 3 F.S

ECO 101, MAT 120.

A systematic exposition of basic mathematical methods; algebra, calculus, and linear algebra and the relation of these techniques to various types of economic analyses.

131 BUSINESS AND ECONOMIC STATISTICS 3-4 F.S

ECO 101, MAT 120 or cons inst req. Not for credit if had MAM 100. Sections without lab receive 3 hours credit.

Introduction to statistical concepts and methods most useful in business and economic analysis. Topics include descriptive statistics, techniques of hypothesis testing, interval estimation, and linear regression.

202 CURRENT ECONOMIC ISSUES 2-3 Summer

ECO 100, 101 req.

Application of introductory principles to world economic problems, such as energy, pollution, poverty and unemployment.

205 DEVELOPMENT ECONOMICS 3 F.S

ECO 100, 101.

Principal determinants of economic development and problems associated with generating and accelerating economic growth in less-developed areas.

210 COMPARATIVE ECONOMIC SYSTEMS 3 F.S

ECO 100, or 101.

Theoretical and descriptive aspects of Capitalism, Communism, Fascism, and Socialism. Emphasis given to process of economic decision-making with respect to allocation of resources and economic growth.

215 MONEY AND BANKING 3 F.S

ECO 100.

Development and growth of the monetary system. Emphasis on monetary theory and applied policy issues.

225 LABOR ECONOMICS AND LABOR PROBLEMS 3 F.S

ECO 100, 101.

Economic aspects of labor and trade unionism. Emphasis on wage determination, bargaining, manpower, and effects of unions.

239 MANAGERIAL ECONOMICS 3 F

ECO 101 req. Not for credit if had FAL 217. Formerly ECO 339.

Theoretical and applied study of demand, cost, and production related to the theory of the firm. Developments of current interests; empirical studies intended to affirm or disaffirm applicability of economic principles.

240 INTERMEDIATE MICROECONOMIC THEORY 3 F.S

ECO 100, 101 req. ECO 130 or equiv rec. Formerly ECO 340.

Emphasis on topics regarding resource allocation, scarcity, and distribution of income; theory of consumer choice, theory of the firm, market structures, factor markets, distribution of income, welfare economics, and general equilibrium.

241 INTERMEDIATE MACROECONOMIC THEORY 3 F.S

ECO 100, 101 req. ECO 130 or 215 rec. Formerly ECO 341.

Theory of income, employment, interest rate and price level determination. The government's influence on these variables via monetary and fiscal policies.

302 PROBLEMS IN THE WORLD ECONOMY 2-3 S.Summer

ECO 100, 101 req; ECO 240 or 241 rec.

Application of economic theories to contemporary world problems. Practice in economic analysis using relevant data.

306 REGIONAL AND AREA STUDIES 1-9

An intensive study of particular lands, environments, cultures and peoples. May be given in cooperation with other departments on or off campus. The areas to be studied, participating departments, and credit hours available in the several departments will be announced each time the course is offered.

310 SOVIET ECONOMICS 3 F

ECO 101 req. Formerly ECO 410.

Economic growth of the Soviet Union. NEP and economic planning. Examination of particular sectors of the Soviet economy. Pricing, decentralization, and economic reform.

320 INDUSTRIAL ORGANIZATION AND PRICES 3 S

ECO 101.

Theoretical and empirical analysis of basic influences on industrial markets and performances. Market practices, the role of competition, and related policy issues.

326 ECONOMICS OF HUMAN RESOURCES 3 F

ECO 100, 101 req. ECO 225, 240 rec.

Theoretical and empirical analysis of labor markets. Education and training, labor mobility, wage structure, discrimination, unemployment, wage and incomes policies.

328 DEMOGRAPHIC ECONOMICS 3

ECO 100, 101. Formerly ECO 310.

Theoretical and empirical study of the economics of population changes, distributions, and characteristics. Population dynamics, policy issues, and economic consequences.

329 ECONOMIC ISSUES IN EDUCATION 3 S

ECO 101 req.

Analysis of economic issues in education including efficiency and equity, public vs. private provision of educational services, and education as human capital.

330 MATHEMATICAL ECONOMICS 3 F.S

ECO 100, 101 and coursework in differential and integral calculus.

Integral calculus, difference equations, differential equations and linear algebra in relation to economic theory.

331 INTERMEDIATE ECONOMIC STATISTICS 3 F

ECO 131 and coursework in differential and integral calculus.

Intermediate level probability and sampling theory. Hypothesis testing. Estimation. Basic econometric principles. Use of common regression packages such as ESP.

333 OPERATIONS RESEARCH 3 S

ECO 131 and coursework in differential and integral calculus.

Quantitative techniques for economic analysis and decision making. Includes linear programming, input-output analysis, game theory, queuing theory, and probabilistic models, with emphasis on applications to theory of the firm.

335 ECONOMICS OF TRANSPORTATION AND PUBLIC UTILITIES 3

ECO 100, 101.

An analysis of contemporary issues in transportation and public utilities, with emphasis on the impact of regulation.

345 INTERNATIONAL ECONOMICS 3

ECO 100, 101 req. ECO 240 rec.

F,S

Basic aspects of the international economy as the reasons for trade, the terms of trade, and the adjustments necessary to achieve the highest possible plane of living, as well as balance of payments and exchange theory. Contemporary applications such as exchange crises, trade barriers, and the links between trade and development.

350 PUBLIC FINANCE 3

ECO 101 req. ECO 240 rec.

F

Economic role of government in the economy. Analysis of the economic impacts of government expenditures and taxes on the allocation of resources, the distribution of income, employment, prices and economic growth.

351 STATE AND LOCAL FINANCE 3 S

ECO 101 req. ECO 240 rec.

Economic impacts of state and local tax and expenditure programs, intergovernmental fiscal relations and problems of metropolitan areas.

355 ENVIRONMENTAL ECONOMICS 3 S

ECO 100, 101 req. ECO 131, 240 rec.

S

Theoretical and empirical analysis of environmental pollution generation and of corrective policies. Emphasis upon the resource allocation implications of public policy decisions.

357 URBAN AND REGIONAL ECONOMICS 3

ECO 100, 101 req. ECO 240 rec.

F

A theoretical and empirical analysis of cities and regions. Pricing and efficiency aspects of urban policies and problems.

360 QUANTITATIVE ECONOMIC HISTORY 3

ECO 100, 101.

S

Recent empirical studies and applications of economic theory to historical problems in an American context. Causes of the Great Depression, economics of slavery, and roles of agriculture, industry, and government in growth.

372 HISTORY OF ECONOMIC THOUGHT 3

ECO 100, 101.

S

A study of economic analysis from the Mercantilists to the American Institutionalists. Relates earlier schools of thought to the contemporary.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN ECONOMIC RESEARCH 3-6

ECO 130, 131, 240, 241 or equiv and cons Dir of Center for Econ Ed req. Not for credit maj min.

F,S

On the job experience as a practicing economist in private industry or government. Interns may be involved in all phases and types of economic research.

ENGLISH (ENG)

409 Stevenson Hall

Chairperson: Charles B. Harris.

Faculty: Professors: Bishop, Crowell, Erickson, C. Harris, Heissler, Kagle, Linneman, McMahan, Morgan, Ranta, Sutherland, Tarr, R. White, Woodson. Associate Professors: Allen, I. Brosnahan, L. Brosnahan, Carr, Dammers, Duncan, Grever, Hutton, Neely, Neuleib, Newby, Olivier, Renner, Richardson, Wilcox. Assistant Professors: Albert, Balls, Bodmer, Brevda, Clement, Cox, Daugherty, DeVore,

Diamond, Dunn, Eatherly, Fielding, Fortune, V. Harris, Helgeson, Hungerford, Leazer, Mainville, Mann, Marzec, McNamara, Nietzke, Parmantie, Riley, Rogal, Rutter, Scharton, Shields, Solheim, C. White, Wilson. Instructors: Calendrillo, Day, Drouilhet, Foehr, Lanham, Leseure, Littler, Millard, Mink, Papke, Schwab, Straub, Visor.

English Programs

Degrees Offered: B.A., B.S.

COMPREHENSIVE ENGLISH EDUCATION MAJOR

- 54 hours in English required, *exclusive* of ENG 101. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: ENG 102, 103, 222 or 223, 241, 243, 246, 296, 297, 375.
- 27 hours of electives selected from the following three areas:
 - Area 1 (12 hours) — English Literature: ENG 214, 215, 216, 217, 218, 219, 222 or 223, 320, 324, 325, 327, 328, 329, 386, 387, 388.
 - Area 2 (12 hours) — American Literature, World Literature, and Genre: ENG 150, 231, 232, 233, 234, 236, 250, 251, 252, 255, 284, 285, 286, 308, 328, 332, 336, 352, 360, 382.
 - Area 3 (3 hours) — Language and Children's Literature: ENG 244, 245, 247, 249, 272, 290, 310, 311, 341, 347, 348, 349, 370, 372, 392, 395, 396; or Journalism: COM 165, 265, 268, 269.

Students must elect at least one 300-level course in addition to 375 and may take no more than three 300-level courses, except with consent of the department chairperson. ENG 189, 289, and 389 may be substituted where applicable.

MAJOR IN ENGLISH

- 36 hours in English required, *exclusive* of ENG 101 and courses in the teaching of English (290, 291, 296, 297, 370, 372, 373, 375, 395).
- Required Courses: ENG 102, 103.
- Suggested program, but not required (student may depart from suggested program by filing a plan of study for approval of the chairperson of the department or designated representative):
 - 12 hours of British Literature, including two courses from each of the following areas:
To 1660 — ENG 214, 215, 222, 223, 320, 325.
After 1660 — ENG 216, 217, 218, 219, 320, 324, 325, 327, 329, 386, 387, 388.
 - 6 hours of American Literature, including one course from each of the following areas:
To 1870 — ENG 231, 232, 332 or 336 when appropriate.
After 1870 — ENG 233, 234, 236, 332 or 336 when appropriate.
 - 12 hours of electives from any of the above courses or from ENG 145, 150, 160, 165, 170, 241, 243, 244, 245, 246, 247, 249, 250, 251, 252, 255, 271, 272, 284, 285, 286, 299, 308, 310, 311, 328, 341, 347, 348, 349, 352, 360, 373, 382, 392, 396. ENG 189, 289, 295, and 389 may be substituted where applicable.

MAJOR IN ENGLISH EDUCATION

- 42 hours in English required, *exclusive* of ENG 101. Part of entitlement program leading to certification: secondary 6-12.

— Required courses for certification and accreditation: ENG 246; 3 hours in grammar, ENG 243; one course in language selected from ENG 241, 245, 310, 311, 341; ENG 296 and 297 (these courses include 35 clock hours of state mandated pre-student teaching clinical experiences).

— Additional required courses:

ENG 102 and 103.

9 hours of British literature courses selected from ENG 110, 214, 215, 216, 217, 218, 219, 222, 223, 311, 320, 324, 325, 327, 328, 329, 386, 387, 388. One course before 1800 and one course after 1800 is required. ENG 110 is *strongly recommended* for students who have not taken a high school or community college survey course in British literature.

6 hours of American literature courses selected from ENG 130, 231, 232, 233, 234, 236, 328, 332, 336. One course before 1870 and one course after 1870 is required. ENG 130 may be counted either before or after 1870. ENG 130 is *strongly recommended* for students who have not taken a high school or community college survey course in American literature.

6 hours of electives selected from at least two of the following groups:

World Literature: ENG 150, 250, 251, 252, 254, 255, 352. ENG 150 is *strongly recommended* for students who have not taken a high school or community college survey course in ancient literature.

Literature for Children and Adolescents: ENG 170, 272, 370, 372, 375.

Special Focus literature (Minority, Women's, Genre): ENG 160, 165, 284, 285, 286, 308, 360, 382.

General electives: ENG 145, 244, 247, 249, 290, 291, 344, 347, 348, 349, 374, 392, 395, 396.

ENG 189, 287, 289, and 389 may substitute where applicable.

MINOR IN ENGLISH

- 18 hours in English required, *exclusive* of ENG 101 and courses in the teaching of English (290, 291, 296, 297, 370, 372, 373, 375, 395).
- Required courses: ENG 102, 103; at least 6 hours of 200-300 level courses, *exclusive* of the courses in teaching of English listed above.

MINOR IN ENGLISH EDUCATION

- 24 hours in English required, *exclusive* of ENG 101.
- Required Courses: ENG 102, 103; 3 hours in composition selected from ENG 246, 291, 297; 3 hours in grammar, ENG 243; at least 6 additional hours of 200-300 level courses.

MINOR IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Students enrolling in this program must (1) have at least two years of a foreign language or equivalent at the college level in the case of a native speaker of English, or demonstrated proficiency in English at a level commensurate with the student's role as a language model in the case of a non-native speaker of English, and (2) fulfill teacher education certification requirements at the appropriate level.

— 18 hours required.

— Required courses: ENG 243, 341, and 344; 9 hours selected from ENG 241, 244, 290, 297, 398 (Professional Practice, when it has a TESOL component), COM 370, and SAS 289 (Language and Culture).

MINOR IN WRITING

Courses taken for the Writing Minor may not count for the English Major.

- 24 hours required, including 15 hours of required courses and 9 hours elected from listed writing courses.
- Required courses (15 hours): ENG 145, 246, and 395; also 6 hours selected from ENG 244, 247, 249, 392.
- Electives (9 hours) selected from ENG 244, 247, 249, 349, and 392 to the extent these courses have not been used to meet the 6 hour requirement above; ENG 289 (Research Writing), 290, 291, 297, 347.01 (Advanced Creative Writing: Prose), 347.02 (Advanced Creative Writing: Poetry), 348, 394, 398 (Professional Practice, when it has a significant writing component); COM 166, 267, 268, and 385; BSC 304. No more than two courses from departments other than English may be used to fulfill the 9 hour elective requirement.

Students Planning Graduate Study in English: Students who plan graduate study in English may find it advisable to take at least one year of foreign language, preferably French or German. Such students may also find it advisable to take a sequence of courses leading to a concentration in literature of England or America, Children's Literature, World Literature, or professional studies in English. An appropriate program may be planned in consultation with the chairperson of the Department of English.

English Courses

The courses offered by the Department of English fall into three categories: those for University Studies, those for major and minor fields, and those for specialized aspects in English. English 101 is required of all students for University Studies, and it is strongly recommended that students take 101 before taking further courses in English.

101 LANGUAGE AND COMPOSITION I 3 US-1 F.S

Passage of placement exam req. Does not count toward a first or second field in English. May not be taken under the Credit/No Credit option.

Essentials of college composition: organization, paragraph and sentence structure, proficient use of grammar and mechanics.

102 LITERARY ANALYSIS I: PROSE FICTION 3 F.S

Maj min only. Not for credit if had ENG 105.

To provide competence in critical reading, knowledge of formal characteristics of novels and short stories, including their development as genres.

103 LITERARY ANALYSIS II: POETRY AND DRAMA 3 F.S

Maj min only. Not for credit if had ENG 104.

To provide competence in critical reading, knowledge of formal characteristics of various types of poetry and drama, including their development as genres.

104 INTRODUCTION TO LITERATURE — POETRY AND DRAMA 3 US-2 F.S

Not for credit maj min or if had ENG 103.

Critical and analytical study of the chief literary forms of poetry and drama; written essays.

105 INTRODUCTION TO LITERATURE — PROSE FICTION 3 US-2 F.S

Not for credit maj min or if had ENG 102.

Critical and analytical study of the chief literary forms of the short story and novel; written essays.

106 INTRODUCTION TO LITERATURE —

LITERARY THEMES AND TOPICS 3 US-2

F.S

Not for credit maj min. May be repeated once if topic and content are different.

A critical and analytical study of literary works based on a particular theme or topic; written essays.

107 LITERATURE AND THE MOVIES 3 US-2

S

Not for credit maj min.

A critical and analytical study of literary works and the films adapted from them with attention to the characteristics of each medium; written essays.

110 MASTERPIECES OF ENGLISH LITERATURE 3 US-2

F.S

A chronological study of the main movements in English literature. Readings of entire works representative of the movements.

122 INTRODUCTION TO SHAKESPEARE 3 US-2

F.S

Not for credit maj min.

An introduction to Shakespeare as a literary and dramatic writer, through a study of representative plays.

130 MASTERPIECES OF AMERICAN LITERATURE 3 US-2

F.S

A chronological study of the main movements in American literature. Readings of entire works representative of the movements.

145 LANGUAGE AND COMPOSITION II 3 US-1

F.S

ENG 101. Formerly ADVANCED EXPOSITION.

Extensive writing based on interests of students. One research paper.

150 MASTERPIECES OF WORLD LITERATURE: TO 1350 3 US-2

F.S

Formerly ANCIENT LITERATURE.

Readings in ancient and medieval literature, including Dante.

160 WOMEN IN LITERATURE 3 US-2

F.S

A study of the female experience in imaginative literature — short stories, novels, poetry, and drama — with emphasis on women writers of the 20th century.

165 AFRO-AMERICAN LITERATURE 3 US-2

F.S

A study of the contributions to American literature by representative Black authors, with emphasis on the 20th century.

170 LITERATURE FOR THE ELEMENTARY SCHOOL 3

F.S

Also offered as COM 170.

Prose and poetry for kindergarten through eighth grade; emphasis on classics, best of the 20th century works, folklore heritage, and mythology.

214 LITERATURE OF THE RENAISSANCE 3

F

English literature during the 15th and 16th centuries; the dramatic literature exclusive of Shakespeare, prose and poetic writings.

215 LITERATURE OF THE SEVENTEENTH CENTURY 3

S

Prose and verse writers of the 17th century. Chief attention to the Cavalier and Metaphysical poets and major prose works.

216 LITERATURE OF THE EIGHTEENTH CENTURY	3	F
English literature from 1660 to 1780, the Augustan Age. Chief attention to Dryden, Pope, Swift, and Johnson.		
217 LITERATURE OF THE ROMANTIC PERIOD	3	F
Writers of England, 1780 to 1830 — the Romantic reaction. Chief attention to Wordsworth, Coleridge, Byron, Shelley, Keats, and Scott.		
218 LITERATURE OF THE VICTORIAN PERIOD	3	S
Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites, with some attention to the chief prose writers of the period.		
219 CONTEMPORARY ENGLISH LITERATURE	3	F,S
Major English writers of the 20th century with attention to contemporary trends in thought and expression.		
222 SHAKESPEARE'S EARLIER WORKS	3	F,S
Selected works through 1600 with emphasis on comedies and histories.		
223 SHAKESPEARE'S LATER WORKS	3	F,S
Selected plays after 1600 with emphasis on tragedies.		
231 AMERICAN LITERATURE: 1607 TO 1830	3	
Colonial American writers and Neo-Classicism in America from the beginnings of American literature to Washington Irving.		
232 AMERICAN LITERATURE: 1830 TO 1870	3	F,S
The main figures and movements of 19th century American literature. Emphasis on Hawthorne, Melville, Poe, Emerson, and Whitman.		
233 AMERICAN LITERATURE: 1870 TO 1920	3	F,S
The rise of realism and naturalism in America. Emphasis on Twain, Crane, Norris, James, Howells, Dreiser, and the chief poetic movements.		
234 AMERICAN LITERATURE: 1920 TO 1945	3	F,S
Trends in American literature between the World Wars. Emphasis on Eliot, Hemingway, Faulkner, and their contemporaries.		
236 AMERICAN LITERATURE: 1945 TO THE PRESENT	3	F,S
Present-day trends in American literature.		
241 GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE	3	F,S
An introduction to the history of English designed to help students understand language change and the state of contemporary English.		
243 TRADITIONAL AND NON-TRADITIONAL GRAMMARS	3	F,S
Study of the various grammatical descriptions of English: traditional, structural, and transformational-generative systems.		
244 APPLIED GRAMMAR AND USAGE FOR WRITERS	3	S
<i>ENG 145 or both ENG 102 and 103.</i>		
Traditional, structural, and transformational grammars applied to needs of writers. Choosing among alternative		
grammatical strategies. Usage; semantics of punctuation. Revising.		
245 GENERAL SEMANTICS	3	F,S
The nature of meaning and the functions of language.		
246 ADVANCED EXPOSITION	3	F,S
<i>ENG 145 or both ENG 102 and 103.</i>		
Extensive writing of essays developed in greater depth and sophistication in subject matter than those written in previous writing courses.		
247 CREATIVE WRITING	3	F,S
Opportunity for creative writing of various kinds, such as narrative, drama and verse, determined largely by each student's individual interest.		
249 TECHNICAL WRITING I	3	F,S
<i>ENG 101 req.</i>		
Instruction and practice in writing professional papers and reports; attention given to organization, correctness, and acquisition of clear professional style.		
250 LITERATURE OF THE BIBLE I	3 US-2	F,S
Major ideas and literary forms of the Old Testament.		
251 LITERATURE OF THE BIBLE II	3 US-2	F,S
Major ideas and literary forms of the Apocrypha and the New Testament.		
252 COMPARATIVE LITERATURE: 1350-1800	3	F
<i>Formerly EUROPEAN LITERATURE TO 1700.</i>		
European literature from the Renaissance through Early Romanticism. A comparative study of literary history, ideas, themes and genres.		
255 COMPARATIVE LITERATURE: 1800-PRESENT	3	S
<i>Formerly MODERN WORLD LITERATURE I.</i>		
World literature from Later Romanticism through Modernism. A comparative study of literature history, ideas, themes and genres.		
271 LITERATURE FOR LOWER GRADES	3	S
<i>Also offered as COM 271. Does not repeat material of COM 170 or ENG 170.</i>		
Wide reading in variety of books available for kindergarten and primary grades, criteria for book selection, development of literature programs.		
272 LITERATURE FOR UPPER GRADES	3	F
<i>Also offered as COM 272. Does not repeat material of COM 170 or ENG 170.</i>		
Wide reading in variety of books available for grades four through eight, criteria for book selection, development of literature programs.		
284 THE POEM	3	
<i>Offered every third semester.</i>		
Study of poetics, poetic theory, explication techniques, and of various schools of poetic thought. In translation when necessary.		
285 THE DRAMA	3	
<i>Offered every third semester.</i>		
Major plays representing significant developments in the theater with attention to leading theories of dramatic criticism.		
286 THE NOVEL	3	
<i>Offered every third semester.</i>		
The novel in English with emphasis on the 19th and 20th centuries.		

290 LANGUAGE ARTS FOR THE ELEMENTARY SCHOOL 3

Guidance in devising experiences in thinking, listening, speaking, writing; ways of improving vocabularies, usage, spelling, mechanics, introduction to linguistics.

295 SEMINAR 3

Formerly ENG 298.

Intensive study of a genre, topic, group of authors, or single major writer in English or American Literature.

296 LITERATURE IN THE SECONDARY SCHOOL 3

F

Ordinarily offered first nine week sessions only. C&I 200 (6 hrs) or 200.03 (grade of C or better req.) or 215 (2 hrs) or conc reg. Incl Clin Exp.

The teaching of literature for use in the junior and senior high school.

297 LANGUAGE AND COMPOSITION IN THE SECONDARY SCHOOL 3

S

Ordinarily offered third nine week sessions only. C&I 200 (6 hrs) or 200.03 (grade of C or better req.) or 215 (2 hrs) or conc reg. Incl Clin Exp.

The teaching of oral and written composition in the junior and senior high school.

299 INDEPENDENT HONOR STUDY 1-6

F, S

Cons inst, dept chrpn and dir of Honors.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study.

308 LITERATURE AND THE RELATED ARTS 3

Summer

Study of formal, aesthetic, and cultural relationships among literature, art, and music with special emphasis upon literary understanding.

310 HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE 3

Development of the English language from the Old English period to the present, with attention to operational structures of contemporary English.

311 INTRODUCTION TO OLD ENGLISH LANGUAGE AND LITERATURE 3

The elements of Old English grammar, with selected readings in Old English literature.

320 CHAUCER 3

Literary and linguistic study of the major works of Chaucer; text in Middle English.

324 MILTON 3

Major poetry and prose of John Milton; special attention to *Paradise Lost*.

325 ENGLISH DRAMA BEFORE 1642 3

English drama, excluding Shakespeare, from its beginning to the closing of the theaters; authors such as Marlowe, Jonson, Webster.

327 RESTORATION AND EIGHTEENTH-CENTURY DRAMA 3

English drama from 1660 to 1800, including playwrights such as Dryden, Wycherley, Congreve, Goldsmith, and Sheridan.

328 MODERN BRITISH AND AMERICAN DRAMA 3

20th-century British and American drama and related

criticism; playwrights such as Shaw, O'Neill, Williams, Albee, Pinter, and Beckett.

329 SELECTED FIGURES IN BRITISH LITERATURE 3

May be repeated if course material is different.

Involves the study of important literary figures, types, themes, or movements.

332 SELECTED FIGURES IN AMERICAN LITERATURE 3

May be repeated if content different.

Study of important literary figures, genres, or movements.

336 THE AMERICAN NOVEL 3

Historical survey of major American novelists, including authors such as Twain, Hawthorne, Melville, Crane, Hemingway, Faulkner, and Barth.

341 INTRODUCTION TO DESCRIPTIVE LINGUISTICS 3

Aims and methods of linguistic science. Nature and functions of language: phonology, morphology, syntax, dialectology. Relationship of language to culture.

344 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES 3

S

ENG 243 or 341.

Theory and method in teaching English to speakers of other languages: psychological, linguistic, and cultural foundations; teaching techniques and procedures.

347 ADVANCED CREATIVE WRITING 3

F, S

ENG 247. Poetry writing offered in F. Prose writing offered in S. May be repeated if content different.

Workshop format for individual projects, usually the writing of a series of poems or group of short stories.

348 PLAYWRITING 3

S

Also offered as THE 348.

Playwriting techniques of selected masters with practical application of techniques in writing original plays.

349 TECHNICAL WRITING II 3

F, S

ENG 249 or graduate standing. Also offered as IT 349. Formerly TECHNICAL WRITING.

Instruction and practice in editing, proposals, and analytical writing; attention given in style manuals, research-writing, and (as needed) publication.

352 SELECTED FIGURES IN WORLD LITERATURE 3

May be repeated if course material is different.

Involves the study of important literary figures, types, themes, or movements.

360 STUDIES IN WOMEN AND LITERATURE 3

F

Studies in literature by or about women, focusing on stereotyping of male and female experience and developing feminist aesthetic theories.

370 STUDIES IN THE HISTORY OF LITERATURE FOR YOUNG PEOPLE 3

F

ENG 170. May be repeated if content different.

Advanced critical, chronological examination of literature for children and adolescents from folklore origins to 1900.

372 STUDIES IN CONTEMPORARY LITERATURE FOR YOUNG PEOPLE 3

F

ENG 170. May be repeated if content different.

A problem-centered course, emphasizing trends and re-

search related to recent literature for children and early adolescents.

373 VERSE FOR CHILDREN 3

ENG 170 and either 271 or 272.

Verse for use in kindergarten through grade eight, including various categories, elements, and well-known poets in the field.

374 STORYTELLING 3

Also offered as COM 374.

The art of storytelling based on knowledge of folklore heritage with experiences in oral transmission of literature in library or classroom setting.

375 STUDIES IN LITERATURE FOR ADOLESCENTS 3

May be repeated if content different.

Advanced critical examination of literature for grades seven through twelve with emphasis on trends and research.

378 SHAKESPEARE ON STAGE 3 Summer

May be repeated once. Also offered as THE 378.

An intensive study of Shakespeare's plays in production. For the student with adequate familiarity with Shakespeare and his works.

382 LITERARY CRITICISM 3

Historical survey of selected great texts in literary and critical theory from Plato to the present.

386 THE EIGHTEENTH-CENTURY ENGLISH NOVEL 3

The English novel from its origins through the 18th century, including writers such as Richardson, Fielding, Smollett, and Sterne.

387 THE NINETEENTH-CENTURY ENGLISH NOVEL 3

The English novel between 1800 and 1900, treating writers such as Austen, Thackeray, Dickens, Eliot, and Hardy.

388 THE TWENTIETH-CENTURY ENGLISH NOVEL 3

The English novel since 1900, treating writers such as Bennett, Lawrence, Woolf, Joyce, and Greene.

392 MODERN THEORIES OF RHETORIC 3

Study of the principles of rhetoric to serve as basis for understanding contemporary rhetorical theories.

395 PROBLEMS IN THE TEACHING OF ENGLISH 3

Experience in teaching (student teaching acceptable) or ENG 296 or ENG 297.

Examination of theory and practice in the teaching of language, literature, and composition at the secondary and community college levels.

396 THE WRITING SEMINAR 3

Min 12 hrs of Core courses in the Writing Minor.

Concentration upon a major writing project and the formulation of an individual Writing Portfolio.

398 PROFESSIONAL PRACTICE: INTERNSHIP AND FIELD EXPERIENCE IN ENGLISH 1-6 F.S

Cons inst and dept chrpn req. May be repeated. Max 6 hrs.

Supervised internship and field experience in English with local, state, national, and international businesses, agencies, institutions (including colleges and universities), and organizations.

FOREIGN LANGUAGES (FOR)

412 Stevenson Hall

Chairperson: Louis A. Olivier.

Faculty: Professors: Comfort, Laurenti, Olivier, Parent D., Tarrant, Whitcomb. Associate Professors: Foreman, Fritzen, Fuehrer, Hutter, Petrossian. Assistant Professors: Alexander, Alstrum, Bohn, Kennedy, Martinez, McCarthy, Pfabel, Pontillo, Urey. Instructors: Corredor, O'Connell, Parent A., Wyman.

Students seeking a Teacher Education degree must complete University-Wide Teacher Education Program Requirements. Those who are preparing for a Teacher Education major in French, German, or Spanish must also complete a Teacher Education Minor from the approved list of Education Minors. All Teacher Education majors and minors in Foreign Languages must complete FOR 320. Teacher Education majors must also complete FOR 321. FOR 320 is normally taken in the Fall and FOR 321 in the Spring of the Junior year. Professional Education requirements should be met beginning in the Sophomore year.

French Programs

Degrees Offered: B.A., B.S.

MAJOR IN FRENCH

- 33 hours in French required.
- Required courses: French 111, 112, 115, 116, 221, 222, 231.

MAJOR IN FRENCH EDUCATION

- 37 hours in French required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: French 115, 116, 211, 217, 231, 309, 310, FOR 320, FOR 321, and one of the following: French 221, 222, 223.
- French 111, 112, 113, 114 are not applicable, but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

MINOR IN FRENCH

- 25 hours in French required.
- Required courses: French 111, 112, 115, 116, 231.

MINOR IN FRENCH EDUCATION

- 25 hours in French required.
- Required courses: French 115, 116, 231, 309.
- Students not majoring in FOR Ed. are required to take FOR 320.
- Recommended electives: French 211, 217, 221, 222, 223, 310 and FOR 321.
- 111, 112, 113 and 114 are not applicable but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

German Programs

Degree Offered: B.A.

MAJOR IN GERMAN

- 33 hours in German required.
- Required courses: German 111, 112, 115, 116, 213, 217 or 221, 222.

MAJOR IN GERMAN EDUCATION

- 37 hours in German required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: German 115, 116, 211, 213, 214, 217, 218, 309; FOR 320, 321.
- Recommended electives: German 216, 222, 223.
- German 111, 112, 113 are not applicable, but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

MINOR IN GERMAN

- 25 hours in German required.
- Required courses: German 111, 112, 115, 116, 213.

MINOR IN GERMAN EDUCATION

- 25 hours in German required.
- Required courses: German 115, 116, 213, 217 or 218, 214.
- Students not majoring in FOR Ed. are required to take FOR 320.
- Recommended electives: German 216, 222, 223, 309; FOR 321.
- German 111, 112, 113 are not applicable but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

Russian Programs

Degree Offered: B.A.

MAJOR IN RUSSIAN STUDIES

- 33 hours selected from Russian courses offered in Foreign Languages and selected ECO, GEO, HIS, or POS courses.
- Required courses: Russian 111, 112, 115, 116. Electives to complete 33 hours selected from other Russian courses and GEO 245; HIS 233, 234, 366; POS 242, 263, 354; including at least two courses from GEO, HIS, and POS courses listed.

MINOR IN RUSSIAN

- 25 hours in Russian required.
- Required courses: Russian 111, 112, 115, 116, 231.

MINOR IN RUSSIAN EDUCATION

- Program requirements are the same as those for the Minor in Russian.
- Students not majoring in FOR Education are required to take FOR 320.

Spanish Programs

Degrees Offered: B.A., B.S.

MAJOR IN SPANISH

- 33 hours in Spanish required.
- Required courses: Spanish 115, 116, 221, 222, 231, 242, 310 plus 10 elective hours, two courses of which must be taken at the 300 level or above.

MAJOR IN SPANISH EDUCATION

- 37 hours in Spanish required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: Spanish 115, 116, 217, 218 or 304, 231, 309, 310; FOR 320, 321.

- Recommended electives: Spanish 221, 222 or 242.
- Spanish 111, 112, 114 are not applicable but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

MINOR IN SPANISH

- 25 hours in Spanish required.
- Required courses: Spanish 111, 112, 115, 116, 231, and one literature course at the 200 level or above.

MINOR IN SPANISH EDUCATION

- 25 hours in Spanish required.
- Required courses: Spanish 115, 116, 231, 309, 310.
- Students not majoring in FOR Ed. are required to take FOR 320.
- Recommended electives: Spanish 217, 218, or 304; FOR 321.
- Spanish 111, 112, 114 are not applicable but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

Foreign Language Courses

Students who have had no previous instruction in a foreign language, or one year of instruction, should enroll in the 111 course for the appropriate language. Students who have had two, three or four years may enroll in 112, 115 or 116 respectively. If prior language study took place more than one year earlier, a student may choose to enroll at a lower level. Transfer students and native speakers should consult with the chairperson of the Department of Foreign Languages to determine proper placement.

Advanced Placement: If the first foreign language course in which a student enrolls is a foreign language course above 111, in the regular sequence (112, 115, 116 or above), he or she may be eligible for advanced placement credit. Application for Advanced Placement Credit must occur during the first semester a student is enrolled in a language course.

The credit toward graduation for previously acquired language proficiency will be granted upon completion at Illinois State University of 8 hours of course work (excluding Independent Study) with the grade of C or better in each class. None of the required hours of credit may be taken under the credit/no credit option. Transfer students who took language courses at another college level institution are not eligible for Advanced Placement Credit. Unless advance approval for exceptions is given by the chair, the courses should be taken consecutively or concurrently. Students beginning at the 112 level and fulfilling the grade requirements will be granted 4 hours of credit. Students beginning at the 115 level or above and fulfilling the grade requirements will be granted 8 hours of credit.

General Courses

300 RESEARCH IN FOREIGN LANGUAGES 1-3

Cons dept chrpn.

F.S

Supervised work in a foreign literature, in comparative language studies, or in educational materials for foreign language laboratory. Assignments will depend on the preparation and interest of the student.

320 FOREIGN LANGUAGE TEACHING IN THE SECONDARY SCHOOL 3

C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc reg. Incl Clin Exp. Formerly FOR 204.

F

Methods of teaching foreign languages in the secondary school. Special emphasis is given to audio-lingual techniques.

321 MEDIA MATERIALS AND USE IN THE TEACHING

OF FOREIGN LANGUAGES 2 S
FOR 320 req. COM 240 rec. C&I 200 (6 hours) or 200.03
(grade of C or better req) or 215 (2 hours) req or conc
reg. Incl Clin Exp.

Supplementing the basic methodology of Foreign Language teaching with media materials and the techniques for their use in the language classroom.

Classics Courses

101 GREEK AND LATIN FOR VOCABULARY BUILDING 3

Taught in English. Not for credit maj min.

The history of the Latin and Greek elements in English, study of the roots, prefixes, and suffixes derived from Latin and Greek to enable the student to increase the active and passive vocabulary and to determine the meanings of new words. Some treatment of the subject of semantics as it applies to the Latin and Greek elements in English. A consideration of the technical vocabulary of the sciences according to the interests of the class.

105 CLASSICAL MYTHOLOGY 3 US-2 F.S

Taught in English. Not for credit maj min.

The major myths; their nature, origins, interpretations, influence, relevance, and use in the modern world. Designed to enable the student to understand and appreciate the use of classical mythology in literature, art, and music.

Greek Courses

111 FIRST-YEAR CLASSICAL GREEK (PART I) 4 US-1

The Greek alphabet, pronunciation, essentials of grammar, translation of reading material of graded difficulty, exercises in writing Classical Greek, consideration of the Greek element in English.

112 FIRST-YEAR CLASSICAL GREEK (PART II) 4 US-1

Continuation of Part I.

Latin Courses

111 FIRST-YEAR LATIN (PART I) 4 US-1

Pronunciation; essentials of grammar; reading graded material; exercises in writing easy Latin; consideration of the Latin element in English.

112 FIRST-YEAR LATIN (PART II) 4 US-1

Continuation of Part I.

115 INTERMEDIATE LATIN 4 US-1

LAT 112, or HS LAT equivalency or cons dept chrpn. Review of Latin fundamentals. Practice in writing simple Latin. Reading beginning with graded Latin selections and progressing to selections from Cicero's orations.

116 VERGIL 4 US-1

LAT 115 or three yrs HS LAT.

Aeneid, Books I-VI: The purpose, sources, merits and fame of the Aeneid, and its references to other classic epics;

poetical syntax, figures of speech prosody, and mythology in the Aeneid.

French Courses

111 FIRST-YEAR FRENCH (PART I) 4 US-1

Not rec if student had three yrs of HS FR. Not for credit if had FR 115 or 116.

Pronunciation; essentials of grammar; exercises in hearing, speaking and writing French; reading material of graded difficulty.

112 FIRST-YEAR FRENCH (PART II) 4 US-1

F.S

Not for credit if had FR 115 or 116.

Continuation of Part I.

113 FRENCH CONVERSATIONAL PRACTICE 2

FR 112 or cons dept chrpn. Not for credit for FR 200 level students.

Intermediate level conversational practice. Exercises to improve diction, pronunciation, intonation and comprehension.

114 FRENCH COMPOSITION PRACTICE 2

FR 112 or cons dept chrpn. Not for credit for FR 200 level students.

Intermediate level composition practice, including translation and grammar exercises.

115 SECOND-YEAR FRENCH (PART I) 4 US-1

F.S

FR 112 or HS FR equivalency.

Class reading of short stories, plays, and essays. Grammar review, oral and written composition.

116 SECOND-YEAR FRENCH (PART II) 4 US-1

F.S

Continuation of Part I.

211 MODERN FRENCH NOVEL 3

FR 116.

Vocabulary building through the reading and discussion of representative French novels.

216 MODERN FRENCH DRAMA 3

FR 116.

Reading and discussion of the drama of the 19th and 20th centuries.

217 FRENCH CIVILIZATION 3

FR 116.

French people and institutions as background for the French teacher and student of French literature.

221 SURVEY OF FRENCH LITERATURE I 3 US-2

FR 116.

French literature from the Middle Ages to the 17th century.

222 SURVEY OF FRENCH LITERATURE II 3 US-2

FR 116.

French literature of the 18th and 19th centuries.

223 SURVEY OF FRENCH LITERATURE III 3 US-2

FR 116.

French literature of the 20th century.

231 ADVANCED FRENCH COMPOSITION AND CONVERSATION 2

FR 116.

Reading of short excerpts from modern writers; written and oral composition; dictation and memorizing of short passages.

301 FRENCH ROMANTICISM 3

Reading of poetry, novels, plays, criticism, stories, and history.

302 FRENCH CLASSICISM 3

Reading of plays by Corneille, Racine and Moliere, and selections from other 17th century writers.

309 FRENCH PHONETICS 2

A scientific approach to French pronunciation. Correct formation of French sounds, practical application of the theory of phonetics to teaching.

310 FRENCH SYNTAX 3

FR. 116 req.

Systematic study of the morphology and syntax of the modern French language.

316 FRENCH LITERATURE OF THE SIXTEENTH CENTURY 3

Analysis of the Renaissance as expressed in the leading writers of France in the 16th century.

318 MOLIERE 3

Major comedies of Moliere.

322 FRENCH LITERATURE OF THE MIDDLE AGES 3

A study of medieval French literature in modern French translation.

332 FRENCH LYRIC POETRY 2

Reading of French lyrics from the 16th century to the present; study of the schools of poetry; explication de texte. Oral reading.

385 SELECTED TOPICS IN FRENCH LITERATURE 3

May be repeated if content different.

Intensive study of a genre, group of authors or a single major writer in French literature. This study varies each semester.

German Courses**108 GERMAN FOR BUSINESS 3 US-7**

Not for credit GER maj min. Competence in German is not required.

German life, institutions, and language as they relate to business, including the attitude toward life, trade, banking, investments, law, and others. Both concepts and language are included.

111 FIRST-YEAR GERMAN (PART I) 4 US-1

F.S

Not rec if student had three yrs HS GER. Not for credit if had GER 113 except cons dept chrp. Not for credit if had GER 115 or 116.

Pronunciation, essentials of grammar, reading materials of graded difficulty, oral and written exercises.

112 FIRST-YEAR GERMAN (PART II) 4 US-1

F.S

Not rec if student had three years HS GER. Not for credit if had GER 113 except cons dept chrp. Not for credit if had GER 115 or 116.

Continuation of Part I.

113 ELEMENTARY GERMAN COMPOSITION AND CONVERSATION 2

GER 112 or cons dept chrp. Conc reg with GER 115 and 116 acceptable.

Oral and written exercises and short discussions leading to a command of elementary, idiomatic German.

115 SECOND-YEAR GERMAN (PART I) 4 US-1

F.S

GER 112 or two yrs HS GER.

Class reading of short stories, plays and essays. Grammar review, oral and written composition.

116 SECOND-YEAR GERMAN (PART II) 4 US-1

F.S

GER 112 or two yrs HS GER.

Continuation of Part I.

211 GERMAN NOVELLE 3 US-2

GER 116 or cons dept chrp.

Reading and discussion of representative German Novellen.

213 INTERMEDIATE GERMAN COMPOSITION AND CONVERSATION 3

GER 116 or cons dept chrp.

Continued intensification of writing and speaking skills; vocabulary building and conversation, with emphasis on idiomatic expressions.

214 GERMAN CONVERSATION PRACTICE 2

GER 116 or cons dept chrp.

Improvement of active command of previously learned skills, including diction, pronunciation, comprehension capacity.

216 GERMAN DRAMA 3 US-2

GER 116 or cons dept chrp.

Lectures, reading, and discussion of representative works of outstanding German, Austrian and Swiss dramatists.

217 GERMAN CULTURE AND CIVILIZATION 3

GER 116 or cons dept chrp.

An overview of German culture from the beginning to World War I, as derived from selected readings and class discussions.

218 GERMANY TODAY 3

GER 116 or cons dept chrp.

A study of the German scene since World War I, as reflected in essays and articles of representative authors. Strongly recommended for teaching majors.

221 SURVEY OF GERMAN LITERATURE I 3

GER 116 or cons dept chrp.

Reading and discussion of representative works of the most important authors from the 8th century to circa 1770.

222 SURVEY OF GERMAN LITERATURE II 3

GER 116 or cons dept chrp.

Reading and discussion of representative works of the most important authors from the early 19th century to the present.

302 GOETHE 3

Two crses beyond GER 116.

Reading and discussion of a number of major works, with emphasis on the drama.

303 SCHILLER 3

Two crses beyond GER 116.

Reading and discussion of a number of major works, with emphasis on the drama.

309 GERMAN PHONETICS 2
Two crses in GER lit.

Scientific approach to German pronunciation; correct formation of German sounds, practical application of theory of phonetics to teaching.

313 ADVANCED GERMAN COMPOSITION AND CONVERSATION 2
GER 213 or cons dept chrpn.

Free discussion of topics of contemporary interest; oral and written themes based on the class discussions.

318 GOETHE'S FAUST 3
Two crses beyond GER 116.

Critical study of Parts I and II of *Faust* as an expression of Goethe's philosophy. Lectures, readings, and reports.

332 GERMAN LYRIC POETRY 2
GER 116 or cons dept chrpn.

Reading and interpretation of German lyric poetry from 800 A.D. to the present.

385 SELECTED TOPICS IN GERMAN LITERATURE 3

Two crses in GER lit. May be repeated if content different.

Intensive study of a genre, group of authors, or a single major writer in German literature.

Italian Courses

111 FIRST-YEAR ITALIAN (PART I) 4 US-1

Pronunciation; essentials of grammar; exercises in comprehending, speaking, and reading material of graded difficulty.

112 FIRST-YEAR ITALIAN (PART II) 4 US-1

Continuation of Part I.

Russian Courses

111 FIRST-YEAR RUSSIAN (PART I) 4 US-1 F.S

Pronunciation and essentials of grammar. Emphasis placed on speaking and listening, with some reading and writing.

112 FIRST-YEAR RUSSIAN (PART II) 4 US-1

Continuation of Part I.

115 SECOND-YEAR RUSSIAN (PART I) 4 US-1

RUS 112 or equivalent HS RUS.

A continuation of RUS 112 with more advanced reading, writing and speaking.

116 SECOND-YEAR RUSSIAN (PART II) 4 US-1

Continuation of Part I.

217 RUSSIAN CIVILIZATION 3
RUS 116.

Reading of essays concerning Russian history, culture, and contemporary Soviet life.

221 and 222 READINGS IN RUSSIAN LITERATURE 3 ea
RUS 116.

Reading and discussion of the most important Russian authors.

231 RUSSIAN CONVERSATION AND COMPOSITION 2
RUS 116.

Written and oral composition; conversation designed to build vocabulary and improve pronunciation.

285 SELECTED TOPICS IN RUSSIAN LITERATURE 3

May be repeated if content different.

Intensive study of a genre, group of authors or a single major writer in Russian literature. The field of study will vary each semester.

290 ADVANCED RUSSIAN SYNTAX 3

One 200 level RUS crse, Jr or Sr standing, cons inst.

Advanced treatment of Russian grammar; grammatical exercises; free and directed composition in Russian.

Spanish Courses

111 FIRST-YEAR SPANISH

(PART I) 4 US-1

F.S

Not rec if student had three yrs HS SPA. Not for credit if had SPA 115 or 116.

Fundamentals of grammar. Practice in speaking, understanding, reading and writing Spanish.

112 FIRST-YEAR SPANISH

(PART II) 4 US-1

F.S

Not rec if student had three years HS SPA. Not for credit if had SPA 115 or 116.

Continuation of Part I.

114 ELEMENTARY SPANISH COMPOSITION AND CONVERSATION 2

Not recommended for adv students.

Conversational practice with exercises in elementary composition.

115 SECOND-YEAR SPANISH

(PART I) 4 US-1

F.S

SPA 111 and 112 or equiv. Formerly SPA 116.

Review of Spanish grammar, vocabulary building, oral and written practice.

116 SECOND-YEAR SPANISH

(PART II) 4 US-1

F.S

SPA 115 or equiv. Formerly SPA 115.

Continuation of Part I. Emphasis on reading and discussion of Spanish short stories with continuing review of grammar.

211 MODERN SPANISH NOVEL 3

SPA 116.

Reading and discussion of representative Spanish and Spanish American novels.

216 MODERN SPANISH DRAMA 3

SPA 116.

Reading and class discussion of representative Hispanic dramatists of the 19th and 20th centuries.

217 CIVILIZACION ESPANOLA 2

SPA 116.

Spanish customs and institutions in their historical perspective.

218 CIVILIZACION HISPANOAMERICANA 2

SPA 116.

Cultural life and customs of Spanish-speaking countries in the Americas.

221 SURVEY OF SPANISH LITERATURE I 3 US-2

SPA 116 or equiv.

Reading and discussion of representative Hispanic writers of the 16th and 17th centuries.

222 SURVEY OF SPANISH LITERATURE II 3 US-2

SPA 116 or equiv.

Reading and discussion of representative Hispanic writers of the 18th and 19th centuries.

231 ADVANCED SPANISH COMPOSITION AND CONVERSATION 3

SPA 116.

Composition and conversation based on modern Spanish prose with special attention to idioms and the finer points of grammar.

242 SURVEY OF SPANISH-AMERICAN LITERATURE 3 US-2

SPA 116 or equiv.

Introduction to the works of Spanish-American authors with emphasis on the 19th and 20th centuries.

304 LA CIVILIZACION MEXICANA 2

A study of the formation of the Mexican nation. A consideration of the development of attitudes and traditions.

309 SPANISH PHONETICS 3

Learning, using and teaching correct Spanish pronunciation, stress and intonation.

310 SPANISH SYNTAX 3

A systematic and thorough study of the fundamental points of Spanish grammar and composition.

331 SPANISH-AMERICAN LITERATURE I 3

From the colonial period through realism.

332 SPANISH-AMERICAN LITERATURE II 3

From modernism to the present.

335 MEXICAN LITERATURE 2

A survey of Mexican literature and its literary background from its beginnings to the present.

372 SPANISH DRAMA OF THE GOLDEN AGE 3

Reading and discussion of selected plays from the great dramatists of Spain's Golden Age.

385 SELECTED TOPICS IN SPANISH LITERATURE 3*May be repeated if content different.**Intensive study of a genre, movement, author or work. This study varies each semester.***GEOGRAPHY- GEOLOGY (GEO)****206 Schroeder Hall****Chairperson:** Michael D. Sublett.**Faculty:** Professors: Calef, Mattingly, Miller, Patterson, Schmidt, Searight, Shuman. Associate Professors: Hart, Kirchner, Nelson, Sublett, Walters. Assistant Professors: Aspbury, Barnhardt, Hill, Johnson, Luman. Instructor: Meador, Morse. Adjunct Faculty: Bettis.**Geography Programs**

Degree Offered: B.A., B.S.

MAJOR IN GEOGRAPHY

— 37 hours in Geography required. Student's program must be planned in consultation with an adviser.

— Required courses: GEO 100, 135, 150, 300, 315, and one course from GEO 215, 220, 225, 230, 240, 245, 250, 255, or 260.

— One of the following sequences must be selected:

Applied Geography Sequence: Required courses: GEO 270, 305, 308, and 310. Additional electives must be selected from the following courses to complete the minimum requirements (37 hours) of the major. GEO 201, 205, 330, 336, 338, 389 (Computer Cartography), 398 (4 hours maximum may be counted for the major), and designated Selected Studies, Independent Studies, and Regional and Area courses.**Human Geography Sequence:** Required courses: GEO 205, 208, 336, and 338. Additional electives must be selected from the following courses to complete the minimum requirements (37 hours) of the major: GEO 210, 308, 310, 320, 325, 335, 345, and designated Selected Studies, Independent Studies, and Regional and Area Studies courses.**Physical Geography Sequence:** Required courses: GEO 110, 200, 201, 202, and 305. Additional electives must be selected from the following courses to complete the minimum requirements (37 hours) of the major. GEO 185, 308, 310, 340, 380, 382, and designated Selected Studies, Independent Studies, and Regional and Area Studies courses.**MINOR IN GEOGRAPHY**

— 24 hours in Geography required.

— Required courses: GEO 100, 135, 150, 300, 315, and one course selected from GEO 215, 220, 225, 230, 240, 245, 250, 255, or 260. Additional electives must be selected from the required courses in one of the sequences in the major to complete the minimum requirements of 24 hours.

MAJOR IN GEOGRAPHY EDUCATION

— 37 hours required. Part of entitlement program leading to certification: secondary 6-12. Student's program must be planned in consultation with an adviser.

— Required courses: GEO 100, 110, 135, 145, 150, 185, 200, 205, 275; one course selected from GEO 215, 220, 225, 230, 240, 245, 250, 255, or 260; GEO 307, or HIS 290 and 390.

— Additional electives in Geography must be selected to complete the minimum requirements (37 hours) of the major.

If a student chooses to focus on Physical Geography, it is strongly recommended that a minor be selected from biological sciences, chemistry, mathematics, or physics. If a student chooses to focus on Human/Regional Geography, it is strongly recommended that a minor be selected from anthropology, economics, history, political science, or sociology.

Teacher education majors also should note the University-Wide Teacher Education Program Requirements found elsewhere in this catalog.

MINOR IN GEOGRAPHY EDUCATION

— 24 hours required.

— Required courses: GEO 100, 110, 135, 145, 150, 185, 200; GEO 307 or HIS 290.

Geology Programs

Degrees Offered: B.A., B.S.

MAJOR IN GEOLOGY

- 37 hours in Geology required.
- Required courses: GEO 175, 180, 280, 285, 295, 395 or an equivalent accredited summer field course.
- Recommended courses in BSC, CHE, PHY, and MAT should be selected according to the student's area of interest in consultation with an academic adviser.

MINOR IN GEOLOGY

- 22 hours in Geology required.
- Required courses: GEO 175, 180, 290.

Geography Courses

100 EARTH SCIENCE 3 US-3 F.S. Summer

Formerly INTRODUCTION TO EARTH SCIENCE.

Spatial distributions, associations, and processes of the natural environment including landforms, climate, soils, vegetation.

110 WEATHER 2 US-3 F.S. Summer

An introduction to atmospheric science, leading to a better understanding of day-to-day weather, including frontal systems and severe storms.

135 WORLD GEOGRAPHY 3 US-5 F.S. Summer

Regions and spatial distribution of peoples, languages, religions, economic activities and settlement patterns of the world.

145 MAPS AND MAP READING 3 F

Fundamental map concepts. Development of the map. The major types of maps and how to read them.

150 ECONOMIC GEOGRAPHY 3 US-5 F.S.

Spatial distribution of a variety of activities related to production, exchange, and consumption of goods and services.

200 CLIMATE 2 S

GEO 110 req.

Climatic classification, sources of climatic data, world climatic patterns, and climatic effects on natural vegetation and human activities.

201 PHYSICAL GEOGRAPHY 3 S

GEO 100 or 175. Field trips req.

Spatial analysis of selected topics involving the physical environment. Topographic maps and aerial photography used extensively.

202 GEOGRAPHY OF SOILS 3 F

Field work req. GEO 100 or equiv req.

Factors and processes of soil development. Analysis of soils on the landscape. Classification of United States and world soil groups.

205 CONSERVATION OF NATURAL RESOURCES 3 US-5 F.S. Summer

Formerly CONSERVATION AND MANAGEMENT OF NATURAL RESOURCES AND THE ENVIRONMENT.

An examination of the human impact on the natural environment. Emphasizes soil, wildlife, forest, mineral and fuel, water and air conservation.

208 POLITICAL GEOGRAPHY 3 F

Introduction to the field of political geography. Emphasis on spatial patterns of political activity.

210 HISTORICAL GEOGRAPHY 2 S

Introduction to the field of historical geography with emphasis on analysis and reconstruction of past geographies.

215 UNITED STATES 3

Major regions of the United States in terms of contemporary physical, cultural, and natural resource patterns.

220 ILLINOIS 2

Field trips may be included.

Physical environment and patterns of human occupancy including agriculture, industry, transportation, and utilization of mineral resources.

225 CANADA 3

Natural regions, resources, economic activities, settlement patterns, interregional and international relations.

230 LATIN AMERICA 3

Regional analysis of the major political units; emphasis on physical, cultural, and economic characteristics.

240 EUROPE 3

Europe based upon regions. Present importance and possible future of each in the light of geographic conditions.

245 SOVIET UNION 3

Physical resource patterns and their significance to industrial, agricultural land use, general economic, and political development.

250 AFRICA 3 US-8

Regional study of Africa. Patterns of society as related to the natural environment.

255 ASIA 3

Countries, regions, and peoples of Asia. Selected regions, specific localities, and special problems.

260 AUSTRALIA AND THE PACIFIC 3

Patterns of the natural environment and man's historical, economic, and political development in Australia, New Zealand, Micronesia, Melanesia, and Polynesia.

265 OUR NATIONAL PARKS 3 F.S.

Field trips may be included.

National Parks of the United States in terms of physiography, geology, climate, flora, fauna, and scenic qualities.

270 URBAN AND REGIONAL PLANNING 3 F

Introduction to the planning process and the major elements used in plan implementation such as zoning regulations, subdivision regulations, and the official map. Field research may be required.

300 CARTOGRAPHY 3 F

Field trip and drafting supplies req. Formerly CARTOGRAPHY AND GRAPHICS.

Theory and techniques regarding representation of statistical data, including compilation and preparation of various types of thematic maps.

305 REMOTE SENSING I: PHOTOGRAMMETRY 3

Field trip req.

Basic principles of photogrammetry. Techniques and measurements in remote sensing.

306 REGIONAL AND AREA STUDIES 1-9

Field work req.

Intensive on site study of particular lands, environments, cultures, and peoples.

307 METHODS OF TEACHING PHYSICAL GEOGRAPHY 3

F

Teaching maj only. Undergraduate credit only. C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc reg. Inc Clin Exp.

Approaches to the teaching of physical geography and earth science in grades 6-12.

308 QUANTITATIVE METHODS IN GEOGRAPHY 3

S

Use and interpretation of basic statistical techniques in geographical problems.

310 FIELD GEOGRAPHY 3

F

Field work req.

Techniques for the systematic acquisition and interpretation of geographic field data.

315 METHODS AND CONCEPTS IN GEOGRAPHY 2

F.S

Selected professional publications, designed to acquaint the student with the development of basic concepts and methods in geography.

320 RURAL LAND USE AND AGRICULTURAL GEOGRAPHY 3

GEO 150 req.

Spatial aspects of agriculture: regionalization, distribution, and theories of location relating to crop and livestock production and other rural land uses.

325 WORLD POPULATION AND RESOURCES 3

GEO 150 or 205 req.

Population growth and resource distribution and their impacts on national policy, levels of living, food supply, and educational levels.

330 TRANSPORTATION AND COMMUNICATION 3

F

GEO 150 req. Formerly GEOGRAPHY OF TRANSPORTATION.

Geographic analysis of systems of spatial interaction including influence of transportation on industrial location and regional development.

335 MANUFACTURING GEOGRAPHY 3

GEO 150 req.

Location and structure of American manufacturing industries.

336 URBAN GEOGRAPHY 3

S

Internal morphology, external relationships, and other spatial aspects of cities.

338 LIFE AND LANDSCAPE 3

GEO 135 req. Field work required. Formerly CULTURAL GEOGRAPHY.

Cultural landscapes and folklife in North America and western Europe.

340 PROBLEMS IN CLIMATOLOGY 3

GEO 200 req.

Investigation of specific problems in climatology.

345 PROBLEMS IN CONSERVATION AND OUTDOOR RECREATION 3

S

GEO 205 req.

Investigation of specific problems in conservation and resource use including outdoor\$recreational resources.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN APPLIED GEOGRAPHY 1-16 F.S.Summer

75 hrs., 2.6 GPA, and cons dept chrpn. Max 4 hrs. credit toward Geography maj. 40 hrs. of practice per credit hr. Advance arrangements req.

Planned, supervised professional experience in a public or private organization. The experience provides an introduction to a career in applied geography.

Geology Courses

175 INTRODUCTION TO GEOLOGY I 4 US-3

F.S

Lecture and laboratory.

Origin and types of earth materials, internal and external earth processes and development of landscapes.

180 INTRODUCTION TO GEOLOGY II 4 US-3

F.S

GEO 100 or 189 (*The Restless Earth*) or 175 req. *Lecture and laboratory. Field trip req. Formerly HISTORICAL GEOLOGY.*

Origin and evolution of the earth as interpreted from rock sequences, fossils, and geologic maps; emphasis on geologic principles.

185 COMMON ROCKS AND MINERALS 2

F.S

Not for credit maj or if had GEO 175. Lecture and laboratory.

Genesis, description, classification, and identification of common rocks and minerals.

195 INTRODUCTION TO OCEANOGRAPHY 3 US-3

S

Also offered as BSC 195.

General principles of biology, chemistry, geology, and physics as applied to a study of the world's oceans.

275 LIFE OF THE GEOLOGIC PAST 2 F.S

Not for credit maj.

Origin, classification and evolution of life from early forms to modern types.

276 ENVIRONMENTAL GEOLOGY 3

S

Recognition of geologic hazards such as earthquakes and floods. Evaluation of geologic resources and the legal and geologic limitation of resource utilization.

278 GEOLOGIC TECHNIQUES 3

F.S

GEO 175, 180 req.

Methods, materials, and equipment used in analysis, interpretation, and mapping of earth materials, physical environments, and geologic structures.

280 MINERALOGY 4

F

GEO 175 and CHE 140 req. *Lecture and laboratory.*

Crystallography, internal structure, chemistry, recognition and occurrence of minerals.

285 IGNEOUS AND METAMORPHIC PETROLOGY 4

S

GEO 280 req. *Lecture and laboratory. Field trip req. Formerly PETROLOGY.*

Description, classification and origin of igneous, sedimentary, and metamorphic rocks.

290 STRUCTURAL GEOLOGY 4

F

GEO 180 req. *Lecture and laboratory. Field trip req.*

Mechanics and processes of deformation of the earth's crust and the resulting structures.

295 SEDIMENTOLOGY 3

F

GEO 180 req. *Lecture and laboratory. Field trip req. Formerly SEDIMENTATION.*

Origin, transportation, deposition, and diagenesis of sedimentary materials with emphasis on classification of sedimentary rocks.

296 STRATIGRAPHY 3 S

GEO 180 req. GEO 295 rec. Lecture and laboratory.
Field trip req.

Distribution, correlation and analysis of stratified rocks.

375 ECONOMIC GEOLOGY OF FOSSIL FUELS 3 F

GEO 180 req. Formerly ECONOMIC GEOLOGY.

Methods of exploration; origin, composition, accumulation, and production of petroleum; composition, classification, and production of coal; world fuel resources.

380 GEOMORPHOLOGY 3 S

GEO 100 or 175 req. Field trips req.

Origin, classification, description and interpretation of landforms.

382 GLACIAL AND QUATERNARY GEOLOGY 3 F

GEO 100 or 175 req. Field trips req.

Development of glaciers, glacial movements, deposits, and land forms as background for discussion of present landscapes.

384 REGIONAL GEOLOGY OF THE UNITED STATES 3 F

GEO 180 req.

A systematic study of the stratigraphy, structural geology, and geomorphology of the United States based on natural geologic regions.

385 INVERTEBRATE PALEONTOLOGY 4 F

GEO 180 req. BSC 190 rec. Lecture and laboratory.
Field trip req.

Examination and analysis of major fossil invertebrate phyla; emphasis on groups with paleoecologic and stratigraphic significance.

390 OPTICAL MINERALOGY 4 F

GEO 280 req. Lecture and laboratory.

Optical theory and techniques in the use of the petrographic microscope, optical identification of minerals using oil immersion and thin-section methods.

392 GENERAL PETROGRAPHY 4 S

GEO 285, 390 req. Lecture and laboratory.

Petrographic study of mineralogy, textures, mineral paragenesis and classification of igneous, sedimentary, and metamorphic rocks in thin-section.

395 FIELD GEOLOGY 6 Summer Only

GEO 280, 285, 290, 295 req.

Application of geologic principles to field mapping and interpretation in the Black Hills and Central Rocky Mountains.

HISTORY (HIS)

334 Schroeder Hall

Chairperson: L. Moody Simms, Jr.

Faculty: Professors: Champagne, Grabil, Gray, Holsinger, Homan, Kohlmeyer, Plummer, Reitan, Sands, Schapsmeier, Simms, Walker. Associate Professors: Austensen, Boothe, Cohen, Davis, Ekberg, Freed, Haddad, Holt, D. MacDonald, Rayfield, Sessions, Wray, Wyman. Assistant Professors: Cunningham, M.F. Palo, M. Palo. Instructors: Harmon, S. MacDonald. Lecturer: Bridges.

History Programs

Degrees Offered: B.A., B.S.

MAJOR IN HISTORY

— 33 hours in History required.

— Required courses: a minimum of 21 hours at the upper division level, including 2 courses at the 300-level; 3 hours each in United States, European, and non-Western History.

MAJOR IN HISTORY EDUCATION

— 33 hours in History required. Part of entitlement program leading to certification: secondary 6-12.

— Required courses: A minimum of 21 hours at the upper-division level, including two courses at the 300-level. Distribution requirements are 9 hours of United States History, 9 hours of World History (3 of which must be non-Western), and History 290 and 390.

— State certification and University requirements include an education minor field and 24 hours of Professional Education.

— 8 additional hours must be taken from one of the following areas ECO, GEO, POS, SAS.

MINOR IN HISTORY

— 21 hours in History required.

— Required courses: 12 hours at the upper-division level; 3 hours each in United States, European, and non-Western History.

MINOR IN HISTORY EDUCATION

— Requirements are the same as for History minor; HIS 290 recommended.

— Requirements for teacher education major in another department must be met.

Honors in History: The department offers honors work in History to highly qualified juniors and seniors who will pursue an individualized program of study. The honors program enables the superior student to reinforce guided private study on historical topics of the student's own choosing with seminar-style research. Students interested in participating in the department's honors program may secure further information by contacting the chairperson of the Department of History. The department also offers in-course honors work in all its courses for students enrolled in the University Honors program or in any departmental honors program. In-course honors work is offered at the discretion of the instructor.

History Courses

121 HISTORY OF WESTERN CIVILIZATION TO 1300 3 US-2 F.S

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages.

123 EARLY MODERN EUROPE 3 US-2 F.S

Formerly HISTORY OF MODERN EUROPE I: 1300-1815.

Survey of the development of modern European civilization, from the period of its formation through the French Revolution and Napoleonic Era.

124 MODERN EUROPE SINCE 1789 3 US-2 F.S

Formerly HISTORY OF MODERN EUROPE II: 1815-PRESENT.

A survey of modern European developments from the Congress of Vienna to the present.

125 HISTORY OF ASIAN CIVILIZATIONS 3 US-8 F.S

An introduction to the major traditions of India, Southeast

Asia, China and Japan; emphasis on continuity and change in modern Asia.

**126 HISTORY OF THE MIDDLE EAST
AND AFRICA 3 US-8**

F.S

A political, cultural, social, and economic study, with an emphasis on ancient cultures and the emergence of nations.

**135 HISTORY OF THE UNITED
STATES TO 1865 3 US-2**

F.S

Not for credit if had HIS 137.

Political, economic, social, and cultural developments from the colonial period to the Civil War.

**136 HISTORY OF THE UNITED
STATES SINCE 1865 3 US-2**

F.S

Not for credit if had HIS 137.

Agrarian and industrial revolutions, development of American institutions, and America as a world power.

**137 THE AMERICAN
EXPERIENCE 3 US-2**

F.S

Not for credit if had HIS 135 or 136.

A one-semester course in American History emphasizing a theme of special interest. The theme may vary with each semester or instructor.

**220 ANCIENT HISTORY:
GREECE 3 US-2**

F

Political and cultural evolution of the Greek World from preclassical times to the Hellenistic Age.

**221 ANCIENT HISTORY:
ROME 3 US-2**

S

The Roman republic and empire with emphasis on the constitutional evolution of Rome.

222 THE MIDDLE AGES I: 395-1100 3 F

Study of the disintegration of ancient civilization and the gradual emergence of three successor civilizations: Byzantium, the Moslem World, and Western Europe.

223 THE MIDDLE AGES II: 1100-1500 3 S

An examination of the climax and decline of medieval civilization.

**224 THE RENAISSANCE:
EUROPE: 1300-1500 3 F**

Political, economic, social, intellectual, cultural transition to early modern Europe; spread of Renaissance from origins in Italy; exploration and discovery.

**225 THE REFORMATION:
EUROPE: 1500-1600 3 S**

Protestant and Catholic reformations in the setting of 16th century politics, economics, society; intellectual and cultural currents; European expansion.

**228 EUROPE IN THE NINETEENTH
CENTURY: 1815-1914 3 US-2 F**

Liberalism, nationalism, democracy, militarism, imperialism, and the forces that led to World War I.

**229 EUROPE IN THE TWENTIETH
CENTURY 3 F.S**

The origins of the World Wars, Marxism-Leninism, Nazi and Soviet totalitarianism, and the role of Europe in the Cold War.

**230 THE CONTEMPORARY
WORLD 3 F**

The major economic, social, political, and cultural changes since 1945. The Cold War, the revolution in expectations and the emerging concern over depletion of resources and environmental imbalances.

**231 CONSTITUTIONAL AND
LEGAL HISTORY OF ENGLAND
TO 1688 3**

F

Formerly ENGLISH HISTORY I: TO 1783.

Essential English background to American government and law; the constitutional and legal development of England is placed in its political, social, religious, and intellectual context.

232 ENGLISH HISTORY SINCE 1688 3 S

Formerly ENGLISH HISTORY II: SINCE 1783.

English history from the Glorious Revolution of 1688-89 to the present; political, social, and cultural history are emphasized.

**233 HISTORY OF RUSSIA I:
TO 1725 3**

F

Russian history from earliest times to the 18th century, including political, social, economic, and intellectual developments.

**234 HISTORY OF RUSSIA II:
SINCE 1725 3**

S

Russian political, social, economic, and intellectual developments; the Russian Revolution; Russia in the 20th century.

**235 FRENCH HISTORY
TO THE REVOLUTION 3 US-2**

F

Formerly: FRENCH HISTORY TO 1789.

French history from the Middle Ages to the French Revolution with emphasis upon French culture, including social, intellectual and artistic movements.

236 MODERN FRANCE 3

S

Formerly: FRENCH HISTORY II: 1789-PRESENT.

Survey of the major political, economic, and cultural developments in France from the Napoleonic era to the present.

**237 MODERN GERMANY:
1848-PRESENT 3**

F

A survey of German social, political, diplomatic, and intellectual history in the 19th and 20th centuries.

**239 EUROPEAN ECONOMIC
HISTORY 3**

S

Emphasis on institutions and economic activity over time, from land tenure to trade, in changing political and technological environments.

**241 COLONIAL LIFE AND
INSTITUTIONS 3**

F

Transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil.

**243 THE EARLY NATIONAL PERIOD,
1787-1815 3**

F.S

Formerly BUILDING THE NATION, 1787-1815.

Emphasis upon the establishment of a national government; the principles and influence of early federalism and of Jeffersonian democracy.

**244 THE AGE OF JACKSON:
1815-1848 3**

S

The awakening of American nationalism as typified by the economic, political, social and cultural changes of the Jacksonian period.

**246 CIVIL WAR AND RECONSTRUCTION:
1848-1877 3**

F

Causes and process of secession; problems of the Lincoln and Davis administrations, conduct of the war, and the problems of reconstruction.

247 THE GILDED AGE IN AMERICA:**1877-1900 3**

Industrialization and responses to industrialism in America; special attention given to business and political leaders, farmers, Afro-Americans, and writers.

248 UNITED STATES IN THE TWENTIETH**CENTURY I 3****F.S**

An examination of significant aspects of American history from the Populist era to the Great Depression of 1932.

249 UNITED STATES IN THE TWENTIETH**CENTURY II 3****F.S**

An examination of significant aspects of American history from the 1930's to contemporary times.

250 HISTORY OF WOMEN IN**AMERICA 3****F.S**

The role of women in the economic, social, political, and cultural history of America from the colonial period to the present.

251 HISTORY OF AMERICAN**DIPLOMACY I: TO 1898 3****F**

The history of the foreign relations of the United States from the revolution to 1898.

252 HISTORY OF AMERICAN**DIPLOMACY II: SINCE 1898 3****S**

The history of the foreign relations of the United States since 1898.

253 AMERICAN CONSTITUTIONAL**HISTORY 3****F**

The history of American constitutional and legal developments from the colonial period to the present.

254 CHICANO HISTORY 3**S**

Survey of the Mexican-American role in and contribution to the development of the United States since 1848.

255 HISTORY OF THE AMERICAN**FRONTIER 3****F.S**

Westward movement and the influence of the frontier on American life and institutions.

256 AMERICAN BUSINESS**HISTORY 3****F**

Industrialization of America; the problems of agriculture, monopoly, and labor; the role of government in regulating and guiding economic activity.

257 AFRO-AMERICAN**HISTORY I 3****F**

The history of Black Americans from Colonial times to the Civil War.

258 AFRO-AMERICAN**HISTORY II 3****S**

The history of Black Americans from the Reconstruction period to the present.

259 HISTORY OF ILLINOIS 3**S**

A survey of the history of Illinois from the time of the French explorers to the present.

260 HISTORY OF CANADA**SINCE 1763 3****S**

Modern Canada since 1763, with emphasis on political, social, and economic developments.

261 HISTORY OF LATIN AMERICA I:**TO 1810 3****F**

Survey of Latin American History from the discovery to the disruption of the Spanish American empire in 1808-10.

263 MODERN MEXICO 3 US-8**F**

Survey of Mexican history from the mid-eighteenth century.

271 ISLAMIC CIVILIZATION 3 US-8 F

Formerly HISTORY OF THE MIDDLE EAST I: TO 1800.

Political, social, economic survey of the Middle East from Muhammad to the 19th century, emphasizing origins and achievements of the Islamic age.

272 MODERN MIDDLE EAST 3 S

Formerly HISTORY OF THE MIDDLE EAST II: SINCE 1800.

Political, social, and economic survey of the Middle East from the 19th century to the present, emphasizing the rise of the modern nation-states.

274 HISTORY OF MODERN MEDICINE 3 F

A survey of the rise of modern medicine from 1500 to the present.

290 SOCIAL STUDIES**TEACHING METHODOLOGY I 3**

C&I 200 (4 hrs.) or 200.01 & 200.02 (4 hrs. grade of C or better req.) or 216 (4 hrs.) or conc reg. Exceptions may be made by cons inst. Required for HIS/SOC SCI maj in teacher education programs. Incl Clin Exp.

Special methods and pre-student teaching clinical experiences for History-Social Science teacher education students. Includes observation and participation in actual classroom settings. Must be completed prior to student teaching.

294 HONORS THESIS 3

Honors students or cons inst. Formerly HIS 298.

Directed by a faculty member competent in the thesis field. Topic shall be approved before registration by the History Department.

296 HISTORIOGRAPHY AND HISTORICAL**METHOD 3****F**

Explores the character and discipline of history through the study of representative historians.

306 REGIONAL AND AREA**STUDIES 1-9**

Cons inst. Usually given cooperatively with other depts.

Intensive study of particular lands, environments, cultures, and peoples.

311 AGE OF THE AMERICAN**REVOLUTION 3**

The emergence of the United States as an independent nation from 1763 to the Constitutional Convention in 1787.

320 LINCOLN: THE MAN AND**HIS TIMES 3**

Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with people and events of his time.

321 GREAT FIGURES OF AMERICAN**HISTORY 3**

Personalities selected from American history with emphasis on the contributions and lasting influence of significant individuals.

322 AMERICAN URBAN HISTORY 3

Survey of the history of the American city from 1820 to the present.

323 AMERICAN CULTURAL AND**INTELLECTUAL HISTORY I 3**

American progress in the fine arts, philosophy, literature and science from Puritan times to 1860.

324 AMERICAN CULTURAL AND**INTELLECTUAL HISTORY II 3**

The impact of naturalism, industrialization, secularization, and urbanization upon American culture since 1860.

**325 PROBLEMS IN TWENTIETH CENTURY
UNITED STATES CONSTITUTIONAL
HISTORY 3**

An examination of major problems in American constitutional history since the Progressive Era; civil rights, freedom of speech and religion, federal-state relations.

326 CASES IN BUSINESS HISTORY 3

Study of mergers, business ethics, innovations, relations with labor and government, marketing, and financing, based on the historical experience of individual companies and business leaders.

327 AMERICAN LABOR HISTORY 3

The Industrial Revolution's impact upon workers, with emphasis on the responses through unions and politics, and on the role of government.

**328 AMERICAN AGRICULTURAL
HISTORY 3**

Focus on farming from colonial times to the present, including changing technology, land use, and economic, political, and social environment.

330 THE FAMILY IN HISTORY 3 F

History of the family in Europe and America, viewing the changes from idealist, economic determinist, family systems, and psychoanalytic perspectives.

**341 EUROPEAN INTELLECTUAL HISTORY
TO 1600 3**

The study of the ideas of the ancient world, Middle Ages, Renaissance, Reformation, examined in a social, political and economic context.

**342 EUROPEAN INTELLECTUAL HISTORY
SINCE 1600 3**

A study of the ideas of the scientific revolution, enlightenment, 19th century and 20th century, examined in a social, political, and economic context.

**343 MODERN EUROPEAN DIPLOMATIC
HISTORY I: 1789-1890 3**

The diplomatic history of Europe from the French Revolution to the fall of Bismarck.

**344 MODERN EUROPEAN
DIPLOMATIC HISTORY II:
1890 TO PRESENT 3**

The diplomatic history of Europe from the fall of Bismarck in 1890 to the present.

**345 FRENCH REVOLUTION AND
NAPOLEON: 1789-1815 3**

Society, culture and government under the monarchy; destruction of the old order; rise and fall of Napoleonic France.

351 ANCIENT NEAR EAST 3

Study of the civilizations of Mesopotamia and Egypt from the neolithic period to 500 B.C.

354 MEDIEVAL RELIGIOUS HISTORY 3

A history of Christianity from Constantine to the Reformation.

356 THE ENLIGHTENMENT 3 F.S

Intellectual and social history of the western world during the eighteenth century.

**361 EIGHTEENTH-CENTURY BRITAIN:
1689-1815 3**

Britain from the Revolution of 1688-89 through the early Industrial Revolution and Napoleonic wars.

**362 MODERN BRITAIN: 1815
TO THE PRESENT 3**

A general survey of British history in the 19th and 20th centuries.

365 NAZI GERMANY: 1933-45 3

Reading, discussion, and research in the major books and articles in the field.

**366 SOVIET RUSSIA: 1917 TO
THE PRESENT 3**

An evaluation of the origins and rise of Bolshevik power, concentrating on economic, cultural and social developments leading to great power status.

**373 HISTORY OF
MODERN CHINA 3**

Concentrates on the Western and Chinese collision since the 1800's and the responses of traditional, national, and contemporary China to modernization.

**375 HISTORY OF
MODERN JAPAN 3**

Concentrates on Japan's modernization, goals of Meiji leaders, contradictory tendencies of pre-war Japan, and contemporary Japan.

**390 SOCIAL STUDIES TEACHING
METHODOLOGY II 3**

HIS 290 and C&I 200 (6 hrs.) or 200.03 (2 hrs. Grade of C or better req.) or 215 (2 hrs.) or conc reg. Incl Clin Exp.

Examination of social studies project materials, use of instructional models, and clinical experiences. Must be completed prior to student teaching.

**398 PROFESSIONAL PRACTICE:
INTERNSHIP IN HISTORY 1-16**

75 hrs; 2.6 GPA in HIS courses; completion of all application procedures; cons HIS prof prac coord. Max. 6 hrs. toward HIS majors.

Planned, supervised experience in a professional capacity in archives, business, government, historical archaeology, historic preservation, historical editing and publishing, historical societies, museums, or other application of history.

MATHEMATICS (MAT)**313 Stevenson Hall**

Chairperson: Albert D. Otto.

Faculty: Professors: Berk, Dossey, Eggan, S. Friedberg, O'Daffer, Otto, Retzer, Ritt, C. Vanden Eynden. Associate Professors: L. Brown, Clemens, Edge, Ha, Hathaway, Insel, Morris, Sennott, Shilgalis, Singh, Speiser, Spence, Thornton. Assistant Professors: Banks, Bazik, Coats, DeGuire, Gilmore, Hershberger, Jacobs, Parr, Seidenstein, Trojanowski, Tucker. Instructors: Becker, S. Brown, Burnham, Bye, Byers, Clydesdale, Engstrom, Keys, W. King, Landre, Nassar, Parsons, Powers, Priester, Rich, Thaeler, J. Vanden Eynden, Wilmot.

Mathematics Programs

Degrees Offered: B.A., B.S.

Career Information: Career needs in a wide variety of vocations are met by the diverse course offerings in the Mathematics Department. These include vocations in secondary teaching, business management, and actuarial science; in vocations that involve research or applications of mathematics in business, government, and industry; and in vocations involving research or applications of mathematics in the physical and social sciences. The needs of those preparing for continued study and research in math-

ematics are met also by the department offerings. The undergraduate degree programs are designed to be sufficiently flexible to meet career aspirations, to allow for individual exploration in various areas of interest, and also to permit suitable breadth for a liberal education.

Students are urged to consult with the mathematics undergraduate director or mathematics faculty in planning their programs. Information on careers in mathematics can be secured from the mathematics undergraduate director in Stevenson 303A, and from the Mathematics Career Center in Stevenson 330.

Students interested in meeting the requirements for certification to teach secondary school mathematics must consult with a mathematics education adviser to design a special program of studies.

Students preparing for a specific career are advised to include courses from one of the following lists. The courses with an asterisk should be among those selected. Those wishing a major or minor in Mathematics should select additional courses from the list as well. (Note that some courses in the following lists may not count toward major or minor requirements.):

Actuarial Science: 164, 308, 325, 335, 340, 350*, 351*, 356, 370.

Business Management: 164*, 308*, 317, 325*, 340, 350*, 351*, 356, 360, 370.

Secondary Teaching: 164, 210, 211*, 216*, 308, 310, 314, 316, 320, 321, 323*, 324*, 325, 347, 350, 362.

Business, Government, and Industry: 164*, 308, 317, 325, 335, 340*, 341, 349, 350*, 351*, 356*, 360, 370.

Applications or Research in Physical Sciences: 164, 216, 314.03, 316, 317, 335*, 340*, 341*, 349*, 350, 370.

Applications or Research in Social Sciences: 164, 308, 325, 317, 340, 350*, 351*, 356*, 360.

Graduate Study and Research in Mathematics: 164, 210, 216*, 308, 310, 314, 316*, 317*, 335, 340, 341, 347*, 348, 349*, 350, 351, 360, 370, 375.

Notes on Mathematics Programs: The following courses may not be used to satisfy requirements for a major, comprehensive major, or minor: MAT 103, 104, 105, 106, 107, 108, 109, 120, 121, 151, 152, 201, 202, 203, 204, 205, 220, 301, 302, 303.

Students who score high on the Calculus Placement Test may, with the permission of the department chairperson, begin their mathematics courses with MAT 116 or a higher level course and credit will be given accordingly. To ensure proper placement, transfer students should consult with an adviser prior to registration for classes. A maximum of four semester hours credit will be given toward a major or minor for acceptable precalculus courses based upon Advanced Placement or Transfer.

COMPREHENSIVE MATHEMATICS MAJOR

— 52 hours in Mathematics required.
 — Required courses: MAT 115, 116, 117, 175, 317; one computer programming course from ACS 164, MAT 164, or ACS 168. — At least 18 semester hours exclusive of MAT 317 chosen from MAT 210, 211, 216, 308, 310, 314, 316, 317, 325, 335, 340, 341, 347, 348, 349, 350, 351, 360, 366, 370, 375.
 — As many as 10 hours chosen from courses outside of MAT that require calculus as a prerequisite may be substituted for elective hours in MAT.

COMPREHENSIVE MATHEMATICS EDUCATION MAJOR

— MAT 211, 216, and 323 are required. The requirements for the Comprehensive Mathematics Major must be met. This major is part of the entitlement program leading to certification for secondary grades 6-12. (Note: MAT 211,

216, and C&I 200.03 or 215 or the equivalent are prerequisites for MAT 323. MAT 323 must be completed before the student teaching experience.)

- Students are encouraged to take electives from the list of Secondary Teaching courses above.
- Interested students should consult their adviser about opportunities for tutoring secondary school students, serving as a teaching assistant, or other relevant voluntary clinical experiences.

MAJOR IN MATHEMATICS

- 36 hours in Mathematics required.
- Required courses: MAT 115, 116, 117, 175; one computer programming course from ACS 164, MAT 164, or ACS 168.
- At least 12 semester hours must be chosen from MAT 210, 211, 216, 308, 310, 314, 316, 317, 325, 335, 340, 341, 347, 348, 349, 350, 351, 360, 366, 370, 375.
- At least 18 of the 36 hours must be at the 200 level or above.

MATHEMATICS EDUCATION MAJOR

- MAT 211, 216, and 323 are required. The requirements for the Major in Mathematics must be met. This major is part of the entitlement program leading to certification for secondary grades 6-12. (Note: MAT 211, 216, and C&I 200.03 or 215 or the equivalent are prerequisites for MAT 323. MAT 323 must be completed before the student teaching experience.)
- Students are encouraged to take electives from the list of Secondary Teaching courses above.
- Interested students should consult their adviser about opportunities for tutoring secondary school students, serving as a teaching assistant, or other relevant voluntary clinical experiences.

MINOR IN MATHEMATICS

- 24 hours in Mathematics required.
- Required courses: MAT 115, 116, 117, 175.
- At least 8 semester hours chosen from MAT 210, 211, 216, 308, 310, 314, 316, 317, 325, 335, 340, 341, 347, 348, 349, 350, 351, 360, 366, 370, 375.

MINOR IN MATHEMATICS EDUCATION

- 24 hours in Mathematics required.
- Required courses: MAT 115, 116, 117, 175, 211, 216, and 323. (Note: MAT 211, 216 and C&I 200.03 or 215 or the equivalent are prerequisites for MAT 323.)
- Students are encouraged to take electives from the list of Secondary Teaching courses above.

Honors in Mathematics: The department offers an honors program for undergraduate mathematics and mathematics education majors emphasizing a broad liberal arts program with requirements in mathematics and University Studies. Students interested in participating in the department honors program may secure further information by contacting the director of Mathematics Honors Program. The department also offers in-course honors for students enrolled in the University Honors Program.

Concentration in Quantitative Economics: This program is available to students under the Comprehensive Arts and Sciences Major and under the Contract Major. Courses in this program should include ECO 100, 101, 131, 330, 331, 333, 340, and 341; MAT 115, 116, 117, 175, 350, and 351. Interested students may contact the department chairperson in either Mathematics or Economics.

Mathematics Courses

- A placement examination in mathematics is required of all entering freshmen.
- The minimum prerequisite for all mathematics courses is successful completion of first year high school algebra through quadratic equations.
- A year of high school geometry and a second year of high school algebra are highly recommended for anyone who wants to take mathematics courses.
- A grade of C or better is highly recommended in the courses listed as a prerequisite for a subsequent course that a student intends to take in the Department of Mathematics. Students who fail to get at least a C in a prerequisite course are strongly encouraged to repeat the course prior to enrolling in the subsequent course.
- Students may not enroll in a course which is prerequisite to a course that has been completed with a grade of C or better.

103 FOUNDATION TOPICS IN MATHEMATICS 4 US-4 F.S

Not for credit maj min or if had PHI 110. 1 yr. H.S. Algebra req. 1 yr. H.S. Geometry rec.

Logic, axiomatics, sets, and numbers from common sense understandings. Precise language used but only with understanding. Growth of a mathematical theory.

105 APPLICATIONS OF ELEMENTARY MATHEMATICS 3 US-4 F.S

1 yr. HS Algebra req. 1 yr HS Geometry rec. Not for credit maj min or if had MAT 120. Hand calculator req.

Problems in physical, biological and social sciences, business, politics, games and other fields solved by algebra, geometry, linear programming, probability, etc.

106 WORLD OF MATHEMATICS 4 US-4 F.S

1 yr HS Algebra req. 1 yr HS Geometry rec. Not for credit maj min.

A survey of topics from contemporary mathematics such as: sets, games, number theory, geometry, logic, puzzles, infinity, networks, codes, computers, and their applications to other disciplines including music and art.

107 INTERMEDIATE ALGEBRA 3 F.S

1 yr HS algebra req. 1 yr HS Geometry rec. Not for credit maj min or if had MAT 109. 3 hr lecture and testing-tutorial sections required.

Intermediate course between one year of high school algebra and college algebra.

108 TRIGONOMETRY 2 F.S

Grade of C or better in MAT 107 or placement test, 1 yr HS Geometry req. Not for credit maj min or if had MAT 109. Hand calculator required.

109 MATHEMATICS FOR TECHNOLOGISTS 5 F.S

1 yr HS Algebra, 1 yr HS Geometry, placement test req. Not for credit maj min or if had MAT 107 or 108. Hand calculator req.

Intermediate algebra and basic trigonometry with application in the technology fields.

110 COLLEGE ALGEBRA WITH TRIGONOMETRY 4 F.S

Grade of C or better in MAT 107 and 108, or 109 or placement test req. Hand calculator required.

115 CALCULUS I 4 US-4 F.S

Grade of C or better in MAT 110 or placement test req. Differentiation with associated applications. Curve sketching. Introduction to integration with applications.

116 CALCULUS II 4 US-4 F.S

MAT 115 req.

Calculus of the transcendental functions. Conic sections. Techniques of integration, polar coordinates, L'Hospital's rule, improper integrals, applications.

117 CALCULUS III 4 F.S

MAT 116.

Parametric equations in the plane with applications. Vector curves and surfaces in space. Partial derivatives, gradients, directional derivatives, and tangent planes. Multiple integration and line integrals. Infinite series and Taylor's Theorem.

120 FINITE MATHEMATICS FOR BUSINESS AND SOCIAL SCIENCES 4 US-4 F.S

Grade of C or better in MAT 107 or 109 or placement test req. Not for credit maj min. Hand calculator required.

Linear functions, matrices, systems of linear equations, linear programming, probability, statistics, and mathematics of finance with applications.

121 INTRODUCTION TO CALCULUS FOR BUSINESS AND SOCIAL SCIENCES 4 US-4 F.S

MAT 120 and knowledge of algebra equivalent to a grade of C or better in MAT 107 and algebra placement test req. Not for credit maj min. Hand calculator required.

Non-linear functions, intuitive differential and integral calculus, applications.

151 STRUCTURE OF NUMBER SYSTEMS I 3 US-4 F.S

1 yr HS Algebra, basic skills competency req. 1 yr HS Geometry rec. Not for credit maj min. Materials charge optional.

Properties of whole numbers and rational numbers; algorithms for the four basic operations. Elementary set theory, number theory, geometry, and measurement.

152 STRUCTURE OF NUMBER SYSTEMS II 3 S

MAT 151 or 3 yrs HS MAT including geometry req. Not for credit maj min.

Continuation of MAT 151. Concepts and structure of real numbers. Number theory, probability, statistics, geometry, and topology.

164 FORTRAN PROGRAMMING 3 US-4 F.S

Grade of C or better in MAT 107 or HS equiv req. Also offered as ACS 164. Materials charge optional.

An introduction to programming using the FORTRAN language including built-in functions, subprograms, and sequential and direct access file processing.

175 LINEAR ALGEBRA 4 F.S

MAT 117 or conc req req. Formerly LINEAR ALGEBRA AND DIFFERENTIAL EQUATIONS.

Vector geometry, matrices, systems of linear equations, vector spaces, linear transformations, eigenvalues and eigenvectors, applications to the physical and social sciences.

201 MATHEMATICS FOR THE ELEMENTARY SCHOOL CHILD 3 F.S

MAT 151 or 152 req. Not for credit maj min or if had C&I 252. Incl Clin Exp. Materials charge optional.

Background for meaningful teaching of number, numeration, basic facts, algorithms, and geometric concepts. Special emphasis on planning instruction for children with special learning needs.

202 MATHEMATICS FOR THE JUNIOR HIGH SCHOOL 2 S
MAT 151, 152 or 115 req. Not for credit maj min. Materials charge optional.

Background for meaningful teaching of mathematical topics in the junior high school curriculum. Includes analysis of computational techniques for whole and rational numbers, number theory, measurement, and geometry.

203 MATHEMATICS FOR EARLY CHILDHOOD 3 F

MAT 151 or 152 req. Not for credit maj min or if had C&I 262. Materials charge optional.

Study of appropriate mathematical experiences for young children including prenumber work, number and numeration, measurement, geometry, whole number operations, and problem solving.

204 GEOMETRY FOR ELEMENTARY TEACHERS 3 F.S

MAT 151 or 152 or 3 yrs. HS math including geometry req. Not for credit maj min. Materials charge optional.

Geometry relevant to grades K-8. Logic, incidence, separation, congruence, parallelism, similarity, coordinate systems, measurement, and constructions.

205 MODERN ALGEBRA FOR ELEMENTARY TEACHERS 3 F.S

MAT 151 or 152 or 3 yrs. HS math including geometry req. Not for credit maj min. Materials charge optional.

Algebraic concepts and structures relevant to grades K-8. Structure of familiar number systems compared to and contrasted with other mathematical systems.

210 SYMBOLIC LOGIC 3 US-4 F

1 yr. HS Algebra, 1 yr HS Geometry req. Also offered as PHI 210.

Introduction to proof theory. Formal deductive systems, especially propositional logic and predicate logic. Properties of deductive systems, such as consistency and completeness.

211 EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY 4 F

MAT 115 or MAT 204 rec.

Inductive and deductive study of Euclidean geometry; includes transformations, tessellations, polyhedra, classical theorems, introduction to non-Euclidean geometry.

216 INTRODUCTION TO ABSTRACT ALGEBRA I 4 F.S

MAT 175 req. Formerly MAT 315.

Introduction to rings, integral domains, and fields including the ring of integers, the fields of real and complex numbers, quotient rings, polynomial rings, homomorphisms, and ideals.

220 MATRIX ALGEBRA FOR BUSINESS AND SOCIAL SCIENCES 3 S

MAT 121 req. Not for credit maj min.

Introduction to matrix algebra with applications to business and social sciences.

298 PROFESSIONAL PRACTICE: COOPERATIVE EDUCATION IN MATHEMATICS 2-4 F.S.

Summer

MAT 175 plus two approved courses in math beyond 175 and a GPA of 2.75 overall and 3.00 in math courses. May be repeated. Max 8 hours. May not be used for meeting the requirements of any of the undergraduate maj min in math. Admissions approved by Dept Chrp. Credit/no credit only.

Practical experience through professionally oriented work

in business, government, or industry. One credit per month of full-time employment.

301 MATHEMATICAL TOPICS FOR ELEMENTARY TEACHERS 3 S

MAT 151 or 152 req. Not for credit maj min. Incl Clin Exp. Materials charge optional.

Significant problems, viewpoints and trends in teaching of arithmetic. Research related to organization, content and techniques in this field.

302 MATHEMATICAL TOPICS FOR JUNIOR HIGH TEACHERS 2 F

MAT 151 or 152 or 115 req. MAT 202 or tchg exper rec. Not for credit maj min. Materials charge optional.

Problems, viewpoints and trends in teaching junior high school mathematics. Implication of logic and foundations of mathematics for teaching in this field.

303 DIAGNOSIS AND REMEDIATION OF ELEMENTARY MATH LEARNING PROBLEMS 3 F.S

MAT 151 or 152 or teaching experience req. C&I 252 or MAT 201 or 202 rec. Not for credit maj min. Incl Clin Exp. Materials charge optional.

Analysis of diagnostic and remediation procedures utilizing concrete materials for children experiencing difficulties in elementary school mathematics.

308 MATRIX THEORY 2 F

MAT 175 or 220 and FORTRAN or PL/I req.

Computational theory of matrices, matrix operations, inversion, solution to linear systems, eigenvalues and eigenvectors.

310 NUMBER THEORY 3 F.S

MAT 175 or 205 req.

Divisibility, primes, unique factorization, numerical functions, congruences, Diophantine equations, other topics.

314 TOPICS IN GEOMETRY 3 F.S

Cons inst req. May be repeated if content different.

Study of selected areas of geometry. Topic .01 Affine and Euclidean geometry through linear algebra. (Formerly MAT 312: HIGHER GEOMETRY I); Topic .02 Projective geometry (Formerly MAT 313: HIGHER GEOMETRY II); Topic .03 Introduction to differential geometry (Formerly MAT 345). Consult the *Class Schedule* for the topics to be offered during any given semester.

316 INTRODUCTION TO ABSTRACT ALGEBRA 3 F

MAT 175 req. MAT 216 rec.

Introduction to groups, including permutation, symmetry and matrix groups, homomorphisms, normality, quotient groups, applications.

317 LINEAR ALGEBRA 4 F

MAT 175 req.

Vector spaces, linear transformations and matrices, inner product spaces, eigenvalues and eigenvectors, Jordan canonical form. Applications to geometry, the physical and social sciences.

320 HISTORY OF MATHEMATICS TO 1600 2 F

MAT 115 rec.

Emphasis on Greek geometry, and growth of algebra and algebraic notation from early Mesopotamia through Renaissance.

321 HISTORY OF MATHEMATICS 1600 TO PRESENT 2 F

MAT 117 req.

Development of modern mathematics (analysis, algebra,

geometry) and the people in the forefront, beginning with Descartes. Emphasis on 19th century.

323 MATHEMATICS FOR THE SECONDARY SCHOOL 3 S
MAT 211 and 216 or conc reg and C&I 200.03 (grade of C or better req.) or 215 req. Incl Clin Exp. Materials charge optional.

Problems in selection, placement and teaching of secondary mathematics topics. Language and symbolism. Analysis of recent trends and practices.

324 SEMINARS FOR STUDENT TEACHERS OF MATHEMATICS 2 S
Conc reg or completion of student teaching in mathematics req. Not for graduate credit.

Examination of materials and teaching aids for junior and senior high school mathematics programs. Communication of student teaching practices, and learning theory, and experimental curricular projects.

325 TOPICS IN DISCRETE MATHEMATICS 2-4 F.S
MAT 175 req. Each topic may be taken once. Formerly FINITE MATHEMATICAL STRUCTURES.

Study of selected areas of discrete mathematics. Topic .01 Linear Programming; Topic .02 Game Theory; Topic .03 Graph Theory; Topic .04 Dynamic Programming. Consult the *Class Schedule* for the topics to be offered and the hours of credit to be earned during any given semester.

335 ADVANCED CALCULUS 4 F
MAT 175 req.

Calculus of functions of several variables; Taylor's series of several variables, maxima and minima, Lagrange multipliers, inverse and implicit function theorems, multiple integration, line integrals, Green's and Stokes' theorems.

340 DIFFERENTIAL EQUATIONS I 3 F.S
MAT 117 req. MAT 175 and a computer crse rec.

First-order differential equations, linear differential equations, systems of linear equations, numerical solutions.

341 DIFFERENTIAL EQUATIONS II 3 S
MAT 175 and 340 req.

Series solutions, Laplace transform, theory of first order equations, theory of linear differential equations, Sturm theory, Fourier series, boundary-value problems, introduction to partial differential equations (Laplace, heat, and wave equations).

347 INTRODUCTION TO REAL ANALYSIS I 4 S
MAT 117 req. MAT 175 rec.

The real number system, topology of metric spaces, sequences, continuous functions, uniform convergence, differentiation, Taylor's Theorem, Riemann integration, the fundamental theorem of calculus, infinite series, power series, the implicit function theorem.

348 INTRODUCTION TO REAL ANALYSIS II 3
MAT 347 req.

Additional topics in Real Analysis: Stone Weierstrass theorem, Equicontinuity and Arzelas's theorem, functions of several variables, Fourier Series.

349 COMPLEX ANALYSIS I 3 S
MAT 117 req.

Analytic function theory, complex plane, differentiability and analyticity, Cauchy's theorem. Taylor series and Laurent series.

350 MATHEMATICAL STATISTICS I 4 F.S
MAT 117 or conc reg req.

Sample spaces, probability, random variables, probability density functions, moment generating functions, empirical distributions, sampling distribution theory, confidence intervals, maximum likelihood estimation, applications, use of MINITAB computer package.

351 MATHEMATICAL STATISTICS II 4 F.S
MAT 117 and 350 req.

Chi-square, F, t, and bivariate normal distributions, Central Limit Theorem, goodness-of-fit tests, correlation and regression, analysis of variance, randomized block designs, nonparametric methods.

356 STATISTICAL COMPUTING 4 S
Two statistics crses; some facility with matrices req.

The application of the SAS, SPSS, and BMDP programs to real data emphasizing regression, analysis of variance, discriminant analysis, and factor analysis.

360 COMBINATORIAL COMPUTING 4 S
MAT 175, MAT 164 or ACS 164 or 168 req.

Listing and ranking algorithms for permutations, recurrence relations, generating functions, graph theory, optimization, Polya's Theorem.

362 COMPUTER-EXTENDED MATHEMATICS FOR SECONDARY SCHOOLS 3 F

Calculus and a beginning programming course req. Techniques of illustrating, deriving, and discovering mathematical concepts of the secondary curriculum by digital computer and calculators.

366 BOOLEAN ALGEBRA AND LOGICAL DESIGN 3
MAT 175 or 220 rec.

Switching circuits, Boolean algebra as model for propositional calculus, logical design of digital computers, logical programming.

370 NUMERICAL ANALYSIS 3
MAT 175 and Fortran or PL/I req.

Interpolation and approximation, error analysis, integration, techniques for solving differential equations, root finding.

375 COMBINATORIAL TOPOLOGY 3
MAT 117 req. MAT 175 rec.

Introduction to algebraic topology. Topics include compactness and connectedness, continuous vector fields and critical points, plane homology, the Jordan Curve Theorem, and surfaces.

390 INDEPENDENT STUDY 1-3 F.S

PHILOSOPHY (PHI)

351 Stevenson Hall

Chairperson: Kenton Machina.

Faculty: Professor: Kennard. Associate Professors: G. Davis, Gorr, Machina. Assistant Professors: Andrade, M. Davis, Gowen, Rosenbaum, Siderits, G. Trianosky-Stillwell, S. Trianosky-Stillwell, Zumbach.

Philosophy Programs

Degrees Offered: B.A., B.S.

MAJOR IN PHILOSOPHY

- 27 hours in Philosophy.
- Required PHI courses by area; Logic: PHI 110 or 210;

History of Philosophy: PHI 254 and 255; Ethics: PHI 232; Epistemology and Metaphysics: PHI 361 and 362; at least two additional courses at the 200 or 300 level with at least one of these elective courses at the 300 level.

Each major works out a coherent program of supporting courses tailored to the student's needs in consultation with a faculty adviser.

MINOR IN PHILOSOPHY

- 18 hours in Philosophy required.
- Required PHI courses by area: Logic: PHI 110 or 210; History of Philosophy: PHI 254 and 255; at least 9 additional hours in PHI.
- Not more than two 100 level courses may count for the minor.

MINOR IN PHILOSOPHY EDUCATION

- 21 hours in Philosophy required.
- Required PHI courses by area: Logic: PHI 110 or 210; History of Philosophy: PHI 254 and 255; Ethics: PHI 232 or 240 or 242; Epistemology or Metaphysics: PHI 360 or 361 or 362; at least 6 additional hours in PHI with at least one 200 or 300 level course.

Notes on Philosophy Programs: Students wishing to minor in Philosophy are requested to inform the department of their intention and are invited to discuss their program with an adviser in the Department of Philosophy.

Philosophy Courses

Freshmen wishing to select a Philosophy course normally should enroll in a 100-level course. Other students may begin with any 100 or 200-level course. Courses at the 300 level presuppose at least the level of sophistication that the successful completion of one or more lower level courses in Philosophy would demonstrate.

101 BASIC ISSUES IN PHILOSOPHY 3 US-2 F.S

An introduction to traditional philosophical issues, e.g., knowledge, reality, freedom, God, and morality.

110 THINKING LOGICALLY 3 US-4 F.S

Not for credit if had MAT 103.

Principles and techniques of correct reasoning and logical thinking.

120 PHILOSOPHY OF RELIGION 3 US-2 F.S

Evaluation of the evidence for certain basic religious beliefs concerning the existence of God, the occurrence of miracles, evil, religious experience, faith, and other related topics.

138 MORAL AND SOCIAL VALUES 3 US-2 F.S

Examination of current social issues — e.g., abortion, and capital punishment — in light of differing views concerning moral and social principles.

139 BUSINESS ETHICS 3 F.S

A philosophical examination of selected ethical issues in business practice including discussions of case material, such as personnel management, advertising, labor-management relations, and corporate responsibility.

150 PHILOSOPHY AND THE SCIENCES 3

An introduction to the structure and historical development

of scientific methodology and comparison of this methodology with pseudo-scientific practice.

203 EXISTENTIALISM 3 S

Examination of existentialist themes — such as absurdity, authenticity, freedom, meaninglessness, alienation, and subjectivity — and their relevance to 20th century society.

207 ORIENTAL PHILOSOPHY 3 US-8 F.S

An examination of the philosophical traditions of the Orient.

210 SYMBOLIC LOGIC 3 US-4 F

Also offered as MAT 210. 1 yr. HS algebra; 1 yr HS geometry req.

Introduction to proof theory. Formal deductive systems, especially propositional logic and predicate logic. Properties of deductive systems, such as consistency and completeness.

220 RELIGION, REASON AND FAITH 3

Examination of the respective roles of reason and faith in religious belief systems. How do we decide which religion — if any — to accept?

232 ETHICS 3 US-2 F

Examination of major thinkers. Discussion of problems concerning value, obligation, virtue, moral justification and moral standards.

235 MEDICAL ETHICS 3

Ethical problems raised by developments in medicine and biology, such as medical paternalism, euthanasia, and the use of technology to maintain minimum life processes, genetic and medical experimentation.

239 PHILOSOPHY AND THE ARTS 3 F

Philosophical analysis of various concepts of interpreting, criticizing, and appreciating art. Consideration of the distinguishing characteristics of art.

240 POLITICAL PHILOSOPHY 3 US-2 S

Formerly PHI 200: TOPICS IN SOCIAL AND POLITICAL PHILOSOPHY.

Discussion of traditional and contemporary issues, e.g., human rights, theories of justice, Marxism, civil disobedience, punishment, and the end and limit of government.

242 PHILOSOPHY OF LAW 3 US-2 F

Evaluation of conflicting views concerning the nature of law, legal obligation, legal rights, and the justification of punishment.

246 PHILOSOPHICAL ISSUES IN FEMINISM 3

A thorough examination of some significant philosophical presuppositions concerning equality, freedom, personhood, justice, and related topics within contemporary feminism.

250 PHILOSOPHY OF SCIENCE 3 S

The nature of scientific theories, methods, reasoning, hypotheses, laws, and explanations.

253 PHILOSOPHY AND THE BEHAVIORAL SCIENCES 3 F

Examination of philosophical issues raised by and relevant to the scientific study of human behavior.

254 ANCIENT AND MEDIEVAL PHILOSOPHY 3 US-2 S

Classic western philosophical ideas from the earliest times to the 15th century. The pre-Socratics, Socrates, Plato, Aristotle, Augustine, Aquinas, and others.

255 MODERN PHILOSOPHY 3 US-2 S
Formerly SEVENTEENTH AND EIGHTEENTH CENTURY PHILOSOPHY.

Classic western philosophical ideas of the 17th and 18th century. Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

305 TWENTIETH CENTURY PHILOSOPHY 3

One PHI course.

Examination of major philosophical movements of the 20th century, focusing on representative figures.

350 TOPICS IN THE HISTORY OF PHILOSOPHY 3

PHI 254 or 255. May be repeated.

Intensive examination of some major figure or movement in the history of philosophy such as Plato, Kant, or British Empiricism.

360 PHILOSOPHY OF MIND 3

Two PHI courses.

Dualistic, materialistic and behavioristic theories of mind. Knowledge of other minds. Mental concepts like intention, dreaming, memory, and action.

361 THEORY OF KNOWLEDGE 3

Two PHI courses.

Classic and contemporary theories of knowledge. Problems of meaning, truth, certainty, a priori knowledge, induction, and perception.

362 METAPHYSICS 3

Two PHI courses.

Classic and contemporary metaphysical theories. Problems of substance, change, universals, time, space, mechanism, teleology, and freedom.

390 INDEPENDENT STUDY 1-3

One PHI course, cons inst and dept chrpn.

PHYSICS (PHY)

311 Moulton Hall

Chairperson: Harold J. Born.

Faculty: Professors: Born, Crew, Frahm, Schroeder, Young. Associate Professors: Jesse, Luther. Assistant Professors: Barrowes, Edwards, Greenseth, Grube, Kanagy, Warren.

Physics Programs

Degrees Offered: B.S.

The undergraduate program in physics at Illinois State is sufficiently flexible to meet the needs of students with one or more of the following goals: (1) continued education in one of the allied fields such as astronomy, engineering, meteorology or oceanography; (2) teaching of physics or physical science; (3) industrial or governmental employment (research, development, and engineering); (4) liberal arts background for medicine, the allied health professions; patent law, technical sales, or industrial management; (5) continued study in physics at the graduate level; and (6) education for an increasingly technical society. Students are strongly encouraged to select those courses which are consistent with their goals and should consult with their academic advisers in planning an appropriate program.

MAJOR IN PHYSICS

— 37 hours in Physics required.

— Required courses: PHY 110, 111, 220, 225, 230, 240, 252, 270 (3 hours); 9 hours of 300-level PHY courses; CHE 140 and 141 (or 150) also required for the major.

MAJOR IN PHYSICS EDUCATION

— 36 hours in Physics required. Part of entitlement program leading to certification: secondary 6-12.

— Required courses: PHY 101, 110, 111, 220, 240, 252, 270 (3 hrs), 301 (4 hrs); electives must be chosen from 200 level or above PHY courses; CHE 140 and 141 (or 150) also required for this major.

MINOR IN PHYSICS

— 23 hours in Physics required.

— Required courses: PHY 110, 111, 252.

MINOR IN PHYSICS EDUCATION

— 23 hours in Physics required.

— Required courses: PHY 110, 111, 252, 270 (1 hr).

Physics Courses**100 ENERGY AND ENVIRONMENT 3 US-3 F.S**

No science background required.

Scientific and technological aspects of social problems, emphasizing the energy crisis and related issues.

101 INTRODUCTION TO ASTRONOMY 3 US-3 F.S

No science background required.

Basic astronomy and recent developments in astronomy, including space travel, stellar evolution and cosmology.

102 ASTRONOMY LABORATORY 1

PHY 101 req.

Optional lab to complement and extend concepts developed in PHY 101.

103 PHYSICS OF SOUND SYSTEMS 3 F.S

No science background req. Not for credit PHY maj min.

Wave motion, sound level, electricity, high fidelity stereo amplifiers, amplifier distortion, microphones, loud speakers, disc and tape recording, and room acoustics.

105 FUNDAMENTALS OF PHYSICS 4 US-3 F.S

HS Algebra or MAT 107 req. Not for credit if had PHY 108, 110 or equiv. For non-science maj. Lecture and laboratory.

Applications of the principles of physics to everyday living.

108 GENERAL PHYSICS I 5 US-3 F.S

2 sem HS Algebra or equiv req. Not for credit if had PHY 110 or equiv. Lecture and laboratory. First sem of a two-sem sequence.

Mechanics, wave motion, sound, heat.

109 GENERAL PHYSICS II 5 US-3 F.S

PHY 108 req. Not for credit if had PHY 111 or equiv. Lecture and laboratory. Continuation of PHY 108.

Magnetism, electricity, optics, and radiation.

110 PHYSICS I 5 US-3 F.S

MAT 115 or conc reg. req. Not for credit if had PHY 108 or equiv. Lecture and laboratory.

Same as PHY 108 using concepts of calculus.

111 PHYSICS II	5	US-3	F.S
<i>PHY 110 and MAT 116 or conc reg. req. Not for credit if had PHY 109 or equiv. Continuation of PHY 110.</i>			
201 MODERN ASTRONOMY	3		
<i>PHY 101 and HS Algebra req. Not for credit maj min in PHY.</i>			
Student-selected topics examined in light of related physical laws. Results of current space programs.			
220 INTERMEDIATE MECHANICS	3	F	
<i>PHY 109 or 111 and MAT 116 req.</i>			
Particle kinematics and dynamics, oscillations, central force motion, rigid body dynamics.			
225 THERMAL PHYSICS	3	S	
<i>PHY 109 or 111 and MAT 116 or conc reg req.</i>			
Thermodynamics, kinetic theory and statistical mechanics with applications to physics, chemistry, biology and engineering.			
230 OPTICAL PHYSICS	3	S	
<i>PHY 109 or 111 and MAT 116 req.</i>			
Optical systems, wave motion, interference and diffraction, electromagnetic waves.			
240 INTERMEDIATE ELECTRICITY AND MAGNETISM	3	F	
<i>PHY 109 or 111 and MAT 116 req.</i>			
Electrostatics, electric and magnetic fields, AC and DC circuits, Maxwell's equations.			
252 MODERN PHYSICS	3	F	
<i>PHY 109 or 111 and MAT 116 req.</i>			
Atomic and molecular physics; introduction to relativity, quantum theory and solid state physics.			
270 ADVANCED LABORATORY IN PHYSICS	1-2	F.S	
<i>Six hours of 200-level PHY theory courses req. May be repeated. Max 4 hrs.</i>			
Use of precision instruments and performance of fundamental experiments.			
290 RESEARCH IN PHYSICS	1-3	F.S	
<i>20 hrs PHY req. May be repeated. Max 3 hrs. 3 hrs conference, laboratory or library research per week for each hr of credit.</i>			
Development of better understanding of significance of research in physics through study of a research problem.			
301 PROBLEMS IN THE TEACHING OF HIGH SCHOOL PHYSICS	3-4	F.S	
<i>16 hrs in PHY and C&I 200 (6 hrs) or 200.03 (grade of C or better req.) or 215 (2 hrs) or conc reg. req. For teaching majors only. Includes observation and clinical experiences for 4 hours credit.</i>			
Modern methods and problems confronting teachers of high school physics.			
315 ASTROPHYSICS	3	S	
<i>PHY 225 and 230 req.</i>			
Planetary and stellar astronomy; structure and evolution of stars and galaxies; cosmology.			
320 MECHANICS	3	F	
<i>PHY 220 and MAT 340 req.</i>			
Transformations of coordinate systems; oscillations; calculus of variations; Lagrangian and Hamiltonian dynamics; rigid body dynamics.			
340 ELECTRICITY AND MAGNETISM	3	S	
<i>PHY 240 and MAT 340 req.</i>			
Boundary value problems in electro and magnetostatics; Maxwell's equations; electromagnetic waves and radiation.			

355 MOLECULAR AND SOLID STATE PHYSICS	3	S
<i>PHY 252, 225 req.</i>		

Introduction to the spatial, dynamic and electric properties of condensed matter.

360 NUCLEAR PHYSICS	3	S
<i>PHY 252 req. Graduate credit available only if approved by student's maj dept prior to enrollment.</i>		

Basic nuclear properties; radioactivity; low energy nuclear reactions; interaction of particles and radiation with matter; nuclear models.

375 ELECTRONICS FOR SCIENTISTS	3	S
<i>PHY 109 or equiv.</i>		

The operation and design of electronic circuits and electronic instruments.

382 RELATIVITY	3	F
<i>PHY 252 req. Earned grades of A or B in PHY 220 and 240 req.</i>		

Relativistic mechanics, optics and electrodynamics. Tensors and introduction to general relativity including the Schwarzschild solution and gravitational waves.

384 QUANTUM MECHANICS	3	F
<i>PHY 252 and MAT 340 req. Earned grades of A or B in PHY 220 and 240 req.</i>		

Mathematical formulation of quantum theory and applications to simple systems.

385 ATOMIC PHYSICS	3	S
<i>PHY 384 and cons instr req.</i>		

Application of quantum theory to atomic systems including angular momentum theory, atomic structure and atomic transitions.

387 METHODS OF MATHEMATICAL PHYSICS	3	S
<i>Earned grades of A or B in PHY 220 and 240 req.</i>		

Vector calculus; partial differential equations of science and engineering; Fourier series and integrals; complex variables.

388 PHYSICS AND COMPUTERS	3	F
<i>MAT 116, 164 (FORTRAN), PHY 109 or 111 req.</i>		

Solution of physics problems by computer. Problems include electric circuits, classical and quantum waves, Monte Carlo techniques, data analysis.

POLITICAL SCIENCE (POS)

306 Schroeder Hall

Chairperson: Hibbert R. Roberts.

Faculty: Professors: Kohn, H. Roberts, Monroe, Verner, Zeidenstein. Associate Professors: Eimermann, Elder, Gordon, Gueguen, Honan, Hunt, Kiser, Mead, Payne, Wilson. Assistant Professors: Barber, Cavey, Ciszewski, Klass, Nasar, Pope, F. Roberts, Schneider.

Political Science Programs

Degrees Offered: B.A., B.S.

The Political Science programs provide students with a broad liberal education and at the same time offer opportunities to begin a specialized concentration in one area of the discipline such as public service or global studies. The study of political science leads into a number of careers

including law and paralegal services; local, state, and federal government employment; international opportunities; teaching positions; and other public services. Career information is available from the department's undergraduate adviser. Teacher education students majoring in Political Science fulfill professional education requirements through the Social Science Program.

MAJOR IN POLITICAL SCIENCE

— 30 hours in Political Science required and an additional 18 hours in related fields.
 — Required courses: POS 105, 109; at least 3 hours in 4 of the 5 areas of (1) Political Philosophy, Theory, and Methodology, (2) American Politics, (3) Comparative Politics, (4) International Relations, and (5) Public Law and Public Administration; at least 18 hours selected from cognate courses offered in at least two of the following departments: Anthropology, Economics, Geography, History, Philosophy, Psychology, and Sociology. POS 105 and 109 are required, but do not count toward the hours required in areas 1 and 2.

MINOR IN POLITICAL SCIENCE

— 18 hours in Political Science required.
 — Required courses: POS 105, 109.

MINOR IN POLITICAL SCIENCE EDUCATION

— Program requirements are the same as those listed for the Minor in Political Science.

Honors in Political Science: Students majoring or minoring in Political Science may be admitted to the departmental honors program if they have: 1. completed at least 30 semester hours of college or university level courses, including at least two political science courses; 2. remaining a minimum of three semesters before graduation; 3. compiled a cumulative grade point average of 3.3; 4. submitted to the department chairperson two letters of recommendation from faculty members; and 5. received admission approval from the departmental honors committee.

In order to graduate with Honors in Political Science a student must complete: 1. all regular requirements for the Political Science major (or minor); 2. 3 credit hours of in-course honors; 3. 3 credit hours in POS 389: Honors Colloquium; 4. 3 credit hours of either POS 299: Independent Honors Study or a departmental senior seminar; and 5. have at the time of graduation a cumulative G.P.A. of at least 3.3 and a G.P.A. of at least 3.5 in political science. Any student admitted to the University Honors program may earn honors credit by completing the honors requirements of either a designated honors course or of a course offering an in-course honors option. These courses are also open to qualified students not in the Departmental or University Honors Programs who wish to earn honors credit.

Legal Studies Program

No major offered. Further information: Dr. Thomas Eimermann, Coordinator of Legal Studies, 371 Schroeder Hall. The Legal Studies program offers an interdisciplinary curriculum designed to provide knowledge and skills related to various types of paralegal careers. This program may not be appropriate for pre-law students. While a major is not offered, interested students should consult the Legal Studies Coordinator about the possibility of an Individualized Contract Major. Students wishing to minor in Legal Studies must petition for admission to the Coordinator of Legal

Studies following the completion of 30 semester hours of coursework.

MINOR IN LEGAL STUDIES

— 21 hours required.
 — Required courses (12 hours): FAL 210, 211; POS 215, 281.
 — Elective courses (9 hours selected from among the following Legal Specialization courses): ACC 333, 334; BEA 270; CIS 204; FAL 260, 311; POS 216, 314, 317, 318, 319, 320, 322, 325, 326, 327, 391.

Political Science Courses

In meeting program requirements in Political Science, the student should note that the courses are contained in areas, as follows:

1. Political Philosophy, Theory, and Methodology, 262, 263, 264, 265, 313, 362, 364.
2. American Politics: 211, 213, 215, 217, 220, 221, 222, 223, 229, 310, 312, 321.
3. Comparative Politics: 141, 145, 241, 242, 244, 245, 246, 247, 306, 347, 348.
4. International Relations: 151, 251, 252, 253, 293, 351, 354, 356.
5. Public Law and Public Administration: 231, 232, 281, 317, 318, 325, 326, 327, 329, 330, 331, 390, 391.

Political Science courses not listed under an area count as electives toward the major and minor credit hours requirement. Students should consult the department adviser to learn which Selected Studies (189, 289, 389) courses may satisfy area requirements.

105 AMERICAN GOVERNMENT AND POLITICS 3 US-5 F.S

Surveys the entire U.S. political process, concentrating on the national level. Includes Constitutional structure, patterns of behavior, and policy-making institutions.

109 INTRODUCTION TO POLITICAL INQUIRY 3 F.S

POS 105 rec.

Acquaints the beginning student with major issues, systematic approaches, and research techniques involved in the study of politics.

141 COMPARATIVE EUROPEAN GOVERNMENT 3 US-5 F.S

Structure, function, and political processes of European governments. Emphasis on Britain, Soviet Union, France, and West Germany.

145 INTRODUCTION TO NON-WESTERN POLITICS 3 US-8 F.S

An introductory examination of the politics of non-western countries and their significance to the United States and the global system.

151 INTRODUCTION TO INTERNATIONAL RELATIONS 3 US-5 F.S

Emphasizes understanding the behavior and characteristics of nation-states and issues affecting their relations with each other.

211 AMERICAN POLITICAL PARTIES 3 F.S

A contemporary description and appraisal of four elements of parties: organization, voters, parties in elections, and parties in government.

213 CONGRESSIONAL POLITICS 3

Major congressional institutions and proposals for their

reform, primarily through play of classroom games-simulations.

215 AMERICAN JUDICIAL PROCESS 3

Introduction to the major elements of the judicial system: police, lawyers, juries, and judges. Concentrates on organization and behavior. (A Legal Studies required course.)

217 AMERICAN PRESIDENCY 3

The presidency is examined pre-eminently as an office of political influence, decision-making, and policy implementation.

220 CAMPAIGN POLITICS 3

Consideration of campaign planning, management, and activities through reading, discussion, and supervised student campaign participation. Ordinarily scheduled to coincide with primary and general election years.

221 AMERICAN STATE AND LOCAL GOVERNMENT 3

Structures and functions of state and local governments. Includes discussion of comparative state and local politics and policy outputs.

222 URBAN POLITICS AND PROBLEMS 3

A systems analysis of the processes and interactions of the environmental, social, economic, and power components of urban political systems.

223 BLACK POLITICS 3

A wide-ranging examination of the political activities of Black Americans, with emphasis on the present. Topics include interest group activities, voting and elections, confrontation, leadership, ideology formation, and government policy.

229 AMERICAN POLITICAL EXTREMISM 3

Examination of extremists, individuals, and movements in America; special emphasis on the present.

231 PUBLIC ADMINISTRATION 3

Mission, structure, function, politics, and public policy development of public administration, including parameters of public finance and personnel.

232 POLITICS AND PUBLIC POLICY 3 US-5

Introduction to the political processes of public policy formation, including theories, and an analysis and evaluation of selected policy areas.

241 BRITISH GOVERNMENT 3

Intensive study of the structure and process of the government of Britain and its political process.

242 SOVIET GOVERNMENT AND POLITICS 3

A study of how the Soviet system works—its strengths, weaknesses and prospects. Both Soviet and western perspectives are discussed.

244 POLITICS OF DEVELOPING AREAS 3

Analysis of the political systems of newly industrializing societies — primarily of Asia, but also of Latin America and Africa.

245 REVOLUTIONARY LEADERSHIP 3

May be repeated if content different.

Investigation of the role of revolutionary leaders in the independence movements and political development of emerging nations.

246 AFRICAN POLITICS 3 US-8

Comparative analysis of African political systems, including such contemporary problems as the politics of race, nation building, and economic development.

247 POLITICS OF THE MIDDLE EAST 3 US-8 F.S.

Comparative analysis of the political systems of selected Middle Eastern states and of region-wide issues including nationalism, revolution and conflicts.

251 INTERNATIONAL RELATIONS 3

Presentation of various approaches employed to study international politics, and an analysis of problems and prospects of the contemporary world.

252 INTERNATIONAL ORGANIZATIONS 3

Cons Inst.

Introduction to the role of international organizations in world affairs. Preparation for MUN.

253 FOREIGN POLICIES OF MAJOR POWERS 3

A comparative analysis of the objectives, formulation, and implementation of foreign policies of the U.S., U.S.S.R., China, and other powers.

254 GLOBAL ISSUES 3 US-5 F.S.

Study of transnational political interactions and behavior of global actors and their impact upon crucial socio-economic, technological and cultural issues.

262 MODERN POLITICAL PHILOSOPHY 3

Introduction to political philosophy emphasizing the methods and theories of selected European thinkers from Machiavelli through Marx.

263 COMMUNIST POLITICAL THOUGHT 3

A critical analysis of Marxist theory, its origins, development, and ideological significance.

264 PERSONALITY AND POLITICS 3

Introductory consideration of psychological factors useful for the analysis of political behavior.

265 TOPICS IN AMERICAN POLITICAL THOUGHT 3

May be repeated if content different. Formerly POS 363: AMERICAN POLITICAL THEORY.

Analysis and evaluation of major writings that proceed from or comment upon the American political experience.

306 REGIONAL AND AREA STUDIES 1-9

Cons inst. Usually given cooperatively with other departments.

Intensive study of particular lands, environments, cultures, and peoples.

310 VOTING AND ELECTIONS 3

Intensive investigation of U.S. voting behavior and electoral process; includes instruction in analysis techniques.

312 PUBLIC OPINION 3

POS 105 or SAS 106.

Includes attention to social and psychological bases of public opinion, current trends, methods of measurement, and opinion-policy linkages.

313 COLLECTIVE DECISION-MAKING 3

Game theory approach to decision-making in large groups.

including legislatures, unions, oligopolies, bureaucratic organizations, and international negotiations.

318 ADMINISTRATIVE LAW 3

An overview of administrative law topics such as legislative, executive, and judicial control of administrative actions, public and private access to information, the administrative hearing process and other due process concerns. (A Legal Studies specialization course.)

321 COMMUNITY POWER AND POLITICS 3

Introduction to community research techniques. Substantive analysis of community power studies. Emphasis on local government structure and politics and the structure and politics of community social services.

325 CONSTITUTIONAL LAW: FUNCTIONS AND POWERS 3

Formerly POS 315.

Major Supreme Court decisions on federalism, separation of powers, taxation, commerce, voting, and citizenship. (A Legal Studies specialization course.)

326 CONSTITUTIONAL LAW: DUE PROCESS RIGHTS 3

Not for credit if had former POS 316.

An examination of major Supreme Court decisions involving both procedural and substantive due process rights.

327 CONSTITUTIONAL LAW: EQUALITY AND FREE EXPRESSION 3

Not for credit if had former POS 316.

An examination of major Supreme Court decisions involving discrimination, and freedom of speech, press, assembly, and religion.

329 INTERGOVERNMENTAL RELATIONS 3

Federalism in theory and practice, focusing on U.S.; politics and policy in intergovernmental contexts; recent initiatives and current problems.

330 PROBLEMS OF PUBLIC ADMINISTRATION 3

May be repeated if content different.

Varied approaches to problems relevant to public policy, organization development, management, staff, or personnel concerns, and applied behavioral techniques.

331 PUBLIC PERSONNEL ADMINISTRATION 3

The personnel process in American bureaucracy; matching the individual and the job; employer-employee relations; employee motivation; problems and prospects.

345 ASIAN POLITICS 3

May be repeated if content different.

Comparative studies in the government and politics of selected Asian nations.

347 LATIN AMERICAN POLITICS 3 US-8

May be repeated if content different. Formerly SOUTH AMERICAN POLITICS.

Politics of development and regional integration in South and Central America, using selected countries as examples.

351 INTERNATIONAL LAW 3

Political nature, legal principles, and juridical procedures and cases of contemporary international law.

354 SOVIET FOREIGN POLICY 3

A study of the strengths and weaknesses of Soviet foreign policy. Focuses on the foreign policy decision-making system, on intentions and capabilities.

356 AMERICAN FOREIGN POLICY 3

An analysis of the formulation, implementation, and content of American foreign policy.

362 CLASSICAL POLITICAL PHILOSOPHY 3

May be repeated if content different.

Introduction to the origin and development of inquiry about human life in political association with particular reference to ancient and medieval philosophers from Socrates through Dante.

364 CONTEMPORARY POLITICAL THOUGHT 3

Survey of major political theories between the end of the 19th century (since Marx) and the present.

390 PUBLIC SERVICE

INTERNSHIP 1-6

F.S

Max 6 hrs. POS maj; max 3 hrs. POS min. Complete dept internship application procedure.

Planned, supervised experience in a governmental or community organization, providing on-the-job training and introduction to public service careers.

Legal Studies Courses

The following courses are designed for the Legal Studies program. Except for POS 281, 317, and 391, these courses may not be counted for credit toward a POS major or minor.

216 INTRODUCTION TO TORTS 3

Not for credit POS maj min.

An introduction to the fundamental concepts of tort law. Topics include intentional and unintentional wrongs, varieties of liability and courses of action.

281 INTRODUCTION TO PARALEGALISM 3

F.S

Cons inst. Formerly POS 381.

An introduction of the role of paralegals in the legal system with an emphasis on the development of legal research skills.

314 INVESTIGATIVE TECHNIQUES 3

S

POS 216. Not for credit POS maj min. Undergrad credit only.

An analysis of techniques for the gathering and preparation of evidence for use in legal disputes.

317 POVERTY LAW 3

F.S

Undergrad credit only.

An examination of political and legal responses to the problems of the poor. Major legal innovations in landlord-tenant, consumer, and welfare rights are studied.

319 PROBATE LAW 3

F

Not for credit POS maj min. Undergrad credit only. Materials charge optional.

An introduction to the fundamentals of probate law with emphasis on tasks which can be performed by paralegals.

320 CIVIL TRIAL AND APPELLATE PRACTICE 3

S

POS 281 req. Not for credit POS maj min. Undergrad credit only.

An analysis of the stages of a civil law suit from filing to judgment and appellate review. Special attention will be paid to those functions which can be performed by paralegals.

322 DOMESTIC RELATIONS LAW 3

F

Not for credit POS maj min. Undergrad credit only.

An overview of the laws and procedures governing legal aspects of marriage and child custody. Emphasis is placed on tasks which can be performed by paralegals.

391 PARALEGAL INTERNSHIP 1-6 F.S
POS 281. May be repeated. Max 6 hrs POS maj; Max 3 hrs POS min. Complete departmental internship application procedure.

The course provides field experience for students working in internships involving paralegal skills.

to qualify the student must have achieved senior standing at the University, have achieved a university GPA of 3.30 or better and have a GPA of 3.50 or better in PSY course work. Finally, the student must complete a senior thesis worth at least 3 semester hours credit and registered for PSY 299-Independent Honors Study) that satisfies the usual canons of scholarship. The student completing the program may choose to present the thesis at an Honors Colloquium.

PSYCHOLOGY (PSY)

435 DeGarmo Hall

Chairperson: Macon L. Williams.

Faculty: Berk, Cashen, Crist, Friedhoff, Gamsky, Gnagey, Hogan, Johnson, Lamb, Lemke, Ramseyer, Vernon. Associate Professors: R. Bergner, Carrington, Chesebro, Goebel, Goldstein, Grupe, House, Kornblith, Leicht, Lewis, Manelis, Moore, Redding, Reeder, Rumer, Schmaltz, Swerdlik, Williams. Assistant Professors: Barnett, Baum, Binning, Graybill, Hardwick, Harris, Hecht, Hutter, Jarvis, Madell, McCabe, McCormick, Overton, Pfost, Presser, Sodetz, Stevens, Surber, Waimon. Lecturers: L. Bergner, Volle.

Psychology Programs

Degrees Offered: B.A., B.S.

MAJOR IN PSYCHOLOGY

— 36 hours in Psychology required.
 — Required courses: PSY 111, 231, 240, 331, 392.
 — All majors are required to take four of the following courses: PSY 301 or 302 or 303 (one only can fulfill requirement); 320, 334, 350, 360, 361, 363, 364, 365. Not more than 12 hours of 100 level PSY courses or courses transferred from community colleges may count toward the major.
 — Students who major in Psychology must complete the following courses or equivalents: ENG 101, 145; MAT 110 and 115 or 120 and 121; two laboratory courses in BSC, CHE or PHY; at least one course from PHI 101, 110, 232, 250, 253.

Concentrations: The department has delineated various concentrations that can be useful in planning the student's total academic program at Illinois State. Although not prescribed or required, the advisement plans for the concentrations are useful for students who have some idea which careers they wish to pursue after graduation. The areas of concentration are: General (an area designed for students who wish to enroll in courses representing a broader range of content), Social Service, Business and Industrial, Graduate (designed for students anticipating graduate study in Psychology). Majors should seek more information about the concentrations from the department academic advisers.

MINOR IN PSYCHOLOGY

— 21 hours in Psychology required.
 — Required courses: PSY 111, 231, 240.

MINOR IN PSYCHOLOGY EDUCATION

— Program requirements are the same as those listed for the Minor in Psychology.

Honors in Psychology: The department offers honors work for superior students majoring in Psychology. In order

Psychology Courses

111 GENERAL PSYCHOLOGY 3 US-5 F.S

Students may be expected to participate in experiments.

Introduction to the discipline of psychology as the scientific study of behavior with emphasis on general principles.

112 CHILD AND ADOLESCENT DEVELOPMENT 3 US-5 F.S

PSY 111 req. Not for credit maj or if had PSY 301, 302 or C&D 210.

Physical, social, emotional-and mental development of the child from conception through adolescence.

123 HUMAN SEXUALITY 3 F.S

SAS 106 or PSY 111 req. Not for credit if had SAS 123.

Basic psychological, socio-cultural, and physiological elements of human sexuality.

131 SOCIAL PSYCHOLOGY 3 US-5 F.S

PSY 111 or SAS 106 req. Not for credit if had SAS 131.

Scientific study of behavior as influenced by other individuals; communication, motivation, differential social and cultural factors in personality; social interaction.

201 PSYCHOLOGICAL PRINCIPLES APPLIED TO CORRECTIONAL REHABILITATION 3 F.S

CJS 101, PSY 111 req. Also offered as CJS 201.

Psychological concepts related to the behavior and treatment of offenders.

215 EDUCATIONAL PSYCHOLOGY 3 F.S

PSY 111 req. Designed for prospective high school teachers. Incl Clin Exp.

Application of psychology to education covering human learning in school setting; evaluation and measurement of learning outcomes, developmental factors and learning, and social factors of learning.

230 BUSINESS AND INDUSTRIAL PSYCHOLOGY 3 F.S

PSY 111 req.

Behavioral factors related to business and industry. Personnel practices, individual-group interaction, leadership and morale, fatigue and safety and consumer behavior.

231 EXPERIMENTAL PSYCHOLOGY 3 F.S

PSY 111 req. Conc reg in PSY 240 rec. Formerly PSY 330.

Philosophy of science and inquiry with emphasis on experimental methodology and some application of principles through laboratory experimentation and demonstration.

232 PERSONALITY 3 US-5 F.S

PSY 111 req.

Representative personality theories and how they interact in today's society with normal and pathological patterns and the modification of these patterns.

240 STATISTICS I 3 **F.S**
PSY 111 or SAS 106 req. Not for credit if had SAS 240, 340 or C&I 340. Formerly PSY 340.

Application and interpretation of basic statistics used in the behavioral sciences: descriptive statistics, simple hypothesis testing and two-variable regression.

290 SPECIAL PROJECTS 1-3 **F.S**
Cons dept chrpn and inst.

Majors in psychology can pursue areas of special interest independently and/or work on special projects. Community as well as University facilities are available.

301 DEVELOPMENTAL PSYCHOLOGY OF CHILDHOOD 3 **F.S**
PSY 111 req. Formerly DEVELOPMENTAL PSYCHOLOGY I.

Motor, cognitive, and emotional development and personality growth of children, birth through pre-adolescence.

302 DEVELOPMENTAL PSYCHOLOGY OF ADOLESCENCE 3 **F.S**
PSY 111 req. Formerly DEVELOPMENTAL PSYCHOLOGY II.

Motor, cognitive, and emotional development and personality growth of the adolescent.

303 ADULT DEVELOPMENT AND AGING 3 **F.S**
PSY 111 req.

A study of physical, cognitive, and personality development during adulthood, with emphasis on theories, empirical data, research methods, and current issues.

305 PSYCHOLOGY OF WOMEN 3 **F.S**
PSY 111 req.

An examination of psychological research to place in scientific perspective the etiology and behavioral consequences of female and male-oriented attitudes.

320 HISTORY AND SYSTEMS OF PSYCHOLOGY 3 **F.S**
12 hrs of PSY req.

Historical antecedents of modern psychology, beginning with Aristotle. Examination of modern psychology from a systematic point of view.

331 STUDIES IN EXPERIMENTAL PSYCHOLOGY 3 **F.S**
PSY 231, 240, or cons inst req. May be repeated if content different.

Individualized research course focusing on particular content areas. Sections concentrate in different areas.

333 PRINCIPLES OF BEHAVIOR MODIFICATION 3 **F.S**
PSY 111 req.

Principles of behavior modification with an emphasis upon their use in a variety of educational and clinical settings.

334 PSYCHOLOGICAL MEASUREMENT 3 **F.S**
PSY 111 req.

Selection, evaluation, and interpretation of psychological tests, with emphasis on basic theory. Tests are considered as indicators of constructs in specific decision situations.

335 INTRODUCTION TO MATHEMATICAL PSYCHOLOGY 3 **S**
PSY 111 and MAT 110 or 120 req.

Role of mathematics in psychological theory. Application of mathematical models in measurement, learning, perception and choice.

346 PSYCHOLOGY OF EXCEPTIONAL CHILDREN 3 **F.S**
PSY 112 or 301 or 302 or C&I 210 or cons inst req.

A study of the socio-psychological factors influencing the exceptional child's cognitive and affective development with implications for those working with exceptional children.

347 BEHAVIOR DISORDERS IN CHILDREN 3 **F.S**
PSY 111 req.

Medical, psychological, sociological aspects of behavioral disorders of children.

350 PSYCHOPATHOLOGY 3 **F.S**
12 hrs of PSY req.

Behavior disorders; neuroses, psychoses, character disorders, mental deficiencies, and other psychopathological conditions.

352 HUMAN ABILITIES 3 **F**
PSY 334 req.

Nature, assessment and organization of human abilities. Empirical and theoretical analysis of genetic and environmental factors in development of abilities.

360 LEARNING 3 **F.S**
PSY 111 req.

Experimental data bearing on the problem of human learning; learning theory; learning data and theory in relation to applied problems.

361 PERCEPTION 3 **F.S**
9 hrs of PSY or cons inst req.

Cognitive processes and their relationship to other processes. Relationship of sensation, attention, and memory to perception and factors influencing perception.

363 PHYSIOLOGICAL PSYCHOLOGY 3 **F.S**
9 hrs of PSY and BSC 100 or cons inst req.

Neurophysiological and biochemical substrates of behavioral processes including sensori-motor, perceptual, motivational, emotional and intellective behaviors.

364 MOTIVATION 3 **F.S**
9 hours of PSY or cons inst req.

Evolution of basic concepts leading to contemporary explanation of determiners of action with application to vocational, social and educational areas.

365 DYNAMICS OF SOCIAL BEHAVIOR 3 **F.S**
PSY 131 req.

An overview of the explanations for various aspects of social behavior, e.g., interaction, attitudes, person perception, etc.

375 PERSONNEL PSYCHOLOGY 3 **F.S**
PSY 230 or 334 or cons inst req.

Procedures and methods used to match individual skills and abilities to the requirements of specific jobs; emphasis is on personnel selection.

376 ORGANIZATIONAL PSYCHOLOGY 3 **F.S**
PSY 230 or cons inst req. Not for credit if had BUA or MAM 221 or 421.

Research methods and results concerning social psychology of work organizations. Descriptions of practices of organizational psychology.

392 SENIOR SEMINAR 3 **F.S**
Sr. standing, PSY maj min only. Not for grad credit. Formerly PSY 292.

Detailed study of specific areas within the discipline.

SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK (SAS)

338 Schroeder Hall

Chairperson: Robert H. Walsh.

Faculty: Sociology: Professors: P. Baker, Davis, Grupp, Hickrod, Leonard, Pohlmann, Schmitt, Thomas, Walsh, Zey-Ferrell. Associate Professors: Eaton, C. Griffin, Heyl, Lee, Pocs, Stivers, Tolone, Treadway. Anthropology: Professor: Jelks, Associate Professors: Dirks, Nickels, Reyman. Social Work: Professor: Pratt. Associate Professors: Cunningham. Assistant Professors: D. Baker, Campbell, Cheng, Howard, Smith, Woolley.

Sociology Programs

Degrees Offered: B.A., B.S.

MAJOR IN SOCIOLOGY

- 30 hours in Sociology required and 18 hours in related fields.
- Required courses: SAS 106, 240, 270, 271, and electives to complete 30 hours; at least 18 additional hours in the social-behavioral sciences of anthropology, history, economics, political science, and psychology, with at least 3 hours in anthropology, economics, and psychology and not more than 6 hours in any one field counted toward the 18 hour requirement. No Anthropology or Social Work course may be counted toward the 30 hours in Sociology required for the major.

MINOR IN SOCIOLOGY

- 18 hours in Sociology required.
- Required course: SAS 106. No Anthropology or Social Work course may be counted toward the 18 hours in Sociology required for the minor.

MINOR IN SOCIOLOGY EDUCATION

- HIS 390 is required in addition to the requirements listed for the Minor in Sociology.

Anthropology Programs

Degrees Offered: B.A., B.S.

MAJOR IN ANTHROPOLOGY

- Minimum of 33 and maximum of 45 hours in Anthropology required.
- Required courses (24 hours): SAS 180, 181, 182, 274, 281, 285, 286, 380.
- Electives (9 hours) selected from other Anthropology courses.

Students will be advised in individual consultation to take a number of supporting courses in cognate disciplines. The program in cognates may emphasize either the social sciences or the natural sciences, reflecting the student's primary interest in physical anthropology, biological anthropology, or archeology. No Sociology or Social Work course may be counted toward the 30 hours in Anthropology required for the major.

MINOR IN ANTHROPOLOGY

- 18 hours in Anthropology required.
- Required courses: SAS 180, 182, 183.
- Additional Anthropology electives will be recommended on an individual basis. No Sociology or Social Work course may be counted toward the 18 hours in Anthropology required for the minor.

MINOR IN ANTHROPOLOGY EDUCATION

- HIS 390 is required in addition to the requirements listed for the Minor in Anthropology.

Social Work Program

Degrees Offered: B.A., B.S.

COMPREHENSIVE SOCIAL WORK MAJOR

- Total of 53 hours required, including 21 hours in Foundation courses and 32 hours in Core courses in Social Work.
- 21 hours required in Social Work Foundation courses: PSY 232; SAS 131, 240, 261, 264, 271, 332.
- 32 hours required in Social Work Core courses: SAS 221, 222, 223, 325, 335, 368, 378, 391.
- PSY 111 must be taken as a University Studies course or general elective.

Suggested electives include BSC 100; CJS 101; C&I 312; PHI 138; POS 105, 215, 264; PSY 112, 301, 302; SAS 106, 107, 180, 260, 262, 263, 272, 282, 323, 342, 366, 370; SED 109; or other relevant courses selected in consultation with the student's Social Work adviser.

Admission to the Social Work Major: In order to be accepted for admission to the Social Work program, a student must have at least 45 semester hours of credit and must have completed SAS 221 with a grade of C or better. The applicant's grade point average must be 2.5 or better, and the applicant must have completed at least 100 clock hours of volunteer or paid work experience in a social welfare agency not more than two years prior to application to the Social Work program. Information about valid experiences is available from the director of the Social Work program.

Students are required to make a formal application to the Social Work faculty for admission to the program and should make application during the semester in which the student expects to complete 45 semester hours or more. Exemptions from the 2.5 GPA requirement may be made for students who demonstrate potential for academic success in social work. Exceptions are granted upon the recommendations of the Social Work Admission Committee and the director of the Social Work Program. Students with less than a 2.5 GPA that are accepted into the program must have a 2.25 GPA or better and have earned at least a C in English 101. If they have a GPA of 2.25 and have earned less than a C in English 101, they must take either English 145 or Business 215 and earn not less than a C prior to being admitted into the program.

Sociology Courses

106 INTRODUCTION TO SOCIOLOGY 3 US-5

F.S

Structure and dynamics of human society. Concepts of culture, socialization, stratification, collective behavior, family, minority relations, population, crime.

107 SOCIAL PROBLEMS 3 US-5 F.S

SAS 106 rec.

The nature, social definition, and interrelationship of social problems. Selected topics may include aspects of societal problems and deviant behavior.

123 HUMAN SEXUALITY 3 F.S

SAS 106 or PSY 111 req. Not for credit if had PSY 123.

Basic psychological, socio-cultural, and physiological elements of human sexuality.

131 SOCIAL PSYCHOLOGY 3 US-5 F.S

SAS 106 or PSY 111 rec. Not for credit if had PSY 131.

The scientific study, from a sociological perspective, of the attitudes and behavior of individuals in the group setting and interaction between individuals and groups.

210 SOCIOLOGY OF HEALTH AND MEDICINE 3 S

SAS 106 rec.

Analysis of social roles related to disease and illness; social aspects of distribution of disease; societal response in health professions and the organization of medicine.

211 SOCIAL GERONTOLOGY 3 F.S

SAS 106 or PSY 111 rec.

Process and consequences of aging; interplay between social and social-psychological forces and the aged population in society.

212 SOCIOLOGY OF DEATH 3 S

SAS 106 or PSY 111 rec.

Complexities of death-related behavior in modern societies; sociological and social-psychological viewpoints; theoretical and pragmatic implications.

240 SOCIAL STATISTICS 3 F.S

SAS 106 req. Not for credit if had PSY 240 or 340 or C&I 340. Formerly SAS 340: STATISTICS.

Application and interpretation of basic descriptive and inferential statistics used in behavioral research. Non-parametric and parametric statistics are considered.

260 SOCIAL STRATIFICATION 3 S

SAS 106 rec.

Theories and character of social class systems, differential class behavior, mobility, power relationships, and caste and estate systems.

261 THE COMMUNITY 3 US-5 F.S

SAS 106 rec.

Structure and function of the community. Changes in community; power, leadership, community organization.

262 MARRIAGE AND THE FAMILY 3 F.S

SAS 106 rec.

Sociological and social psychological examination of the patterned and dynamic aspects of marital and family relationships.

263 DEVIANT BEHAVIOR 3 F.S

SAS 106 rec.

Causes, societal response and control of deviant behavior. Definition of deviant acts, stigmatization, and the process of reabsorbing deviants.

264 MINORITY RELATIONS 3 F.S

SAS 106 rec.

Racial, national, and religious minorities and women. Patterns of discrimination and prejudice, and change in intergroup relations.

267 POPULATION 3 US-5 F.S

SAS 106 rec.

Dynamics and policy implications of United States and world population size and change including fertility, mortality, migration, composition, spatial distribution, future trends, and relation to resources.

268 SOCIOLOGY OF RELIGION 3 US-5 F.S

SAS 106 rec.

Functions and origins of religion; impact of religion on individual, society and culture; social forces affecting religion.

270 HISTORY OF SOCIOLOGICAL THOUGHT 3 F.S

SAS 106 rec. Formerly SAS 370.

Analysis and appraisal of classical works in sociology from mid-nineteenth century to the present.

271 INTRODUCTION TO SOCIOLOGICAL RESEARCH 3 F.S

SAS 106 req. Formerly SAS 371.

Convergence of theory and research; design of inquiry, measurement, survey design, data collection, analysis and interpretation. Research projects are part of the course.

317 SOCIOLOGY OF SPORT 3 S

Also offered as HPR 317.

The social institution of sport is examined using such sociological concepts as social organization, culture, socialization, deviance, social stratification, minority groups, and collective behavior.

332 SMALL GROUPS 3 F.S

SAS 131 or PSY 131 req.

Conditions affecting interaction in small groups, the small group as an ongoing social system. Limited research project.

333 SELF AND SOCIETY 3 F.S

SAS 106 or PSY 111 req.

A social psychological approach. Childhood and adulthood socialization are examined from the perspectives of symbolic interactionism, role theory, reference group theory, and self theory. Pragmatic implications are considered.

341 SOCIOLOGY OF SEX ROLES 3 S

SAS 106 or PSY 111 req.

Application of culture concepts, status, role and self concepts, and socialization concepts toward the explanation of sex differences in social behavior. Institutionalized and social change processes are examined.

342 ADVANCED HUMAN SEXUALITY 3 F.S

PSY 123 or SAS 123 req. Formerly HUMAN SEXUALITY.

Analysis of personal, interpersonal, and sociocultural aspects of sexual relationships.

343 SEXUALITY EDUCATION 3 F.S

SAS 123 req.

Perspectives, approaches, resources and the development of basic skills in sexuality education.

350 SOCIOLOGY OF EDUCATION 3 F.S

SAS 106 req.

Sociological perspective on educational systems. Relationship of the educational system to other institutions, organizational characteristics and social factors influencing behavior of students.

365 JUVENILE DELINQUENCY 3 F.S

Delinquency as a social and legal problem; theories of delinquency, the juvenile court; prevention and treatment.

366 CONTEMPORARY SOCIAL MOVEMENTS 3 F

SAS 106 req.

Patterns of collective behavior; structure and functions of social movements. Examination of several social movements, analysis of morale, leadership and control.

367 CRIMINOLOGY 3 F.S

Criminological theory and practice. Crime as a social and legal problem. The administration of justice.

369 SOCIAL CHANGE 3 F

SAS 106 req.

An investigation of social change theory; case studies of change in developing societies undergoing *modernization*; the dynamics and consequences of planned social change.

390 PRACTICUM IN SOCIOLOGICAL RESEARCH 3 F.S

SAS 240 and 271 or conc reg req. May be repeated once.

Experience in the design, implementation, analysis, and reporting of social science research through surveys, secondary data analysis, demographic analysis and program evaluation in an actual research program usually in cooperation with a community agency.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN APPLIED SOCIOLOGY 3-6 F.S

SAS 271 or equiv req. For undergraduate credit only.

Independent experience in applying sociology in a supervised community work setting. Final paper for sociology adviser based on research project or sociological analysis of the experience.

Anthropology Courses

180 INTRODUCTION TO CULTURAL ANTHROPOLOGY 3 US-5 F.S

The origin and evolution of social and cultural life past and present. Concepts, hypotheses, and theories used to explain similarities and differences in the lifestyles of peoples of the world.

181 WORLD PREHISTORY 3 F

Formerly SAS 273.

Survey of prehistoric human cultures from their origins to the beginning of the historic period with emphasis on the Old World.

182 INTRODUCTION TO PHYSICAL ANTHROPOLOGY 3 US-3 F.S

Formerly PRINCIPLES OF BIO-ANTHROPOLOGY.

Introduction to the evolutionary and biological nature of humans, physical attributes, primate and human evolution, human variation and adaptation, and the interrelationship of human biology and behavior.

184 CULTURES OF THE WORLD 3 US-8 F.S

Not for credit maj min.

Surveys a sample of cultures and their solutions to universal human problems.

272 NORTH AMERICAN INDIANS 3 US-8 S

SAS 180 req.

Comparative survey of selected historic and modern Native American cultures.

274 INTRODUCTION TO ARCHAEOLOGY 3 S

SAS 181 req. Formerly SAS 183.

Principles, methods and techniques of locating and excavating archaeological sites, interpreting archaeological data, and constructing culture history.

280 ARCHAEOLOGY OF THE MIDWEST 3 S

SAS 274 req.

Prehistoric Indian populations of the Midwestern United

States, including Paleo-Indian, Archaic, Woodland, and Mississippian peoples, from late Pleistocene to the historic period.

281 PRINCIPLES OF ETHNOLOGY 3 S

SAS 180 req.

The major dimensions of sociocultural systems such as marriage, domestic organization, age grades, secret societies, and religion studied from a cross-cultural perspective using a variety of theoretical frameworks.

282 URBAN ANTHROPOLOGY 3 S

SAS 180 req.

Theory and research in urban anthropology; migration and urbanization in Western and non-Western societies.

283 PREHISTORY OF NORTH AMERICA 3 F

SAS 180 req.

Prehistoric cultures of North America, from late Pleistocene to the occupation of the continent by Europeans. Origin and development of cultural patterns traced; current problems examined.

284 THE ANTHROPOLOGY OF NATIVE AMERICAN ART 3 US-8 F

Culture-ecology and behavior of historic North American Indian groups, excluding Mexico, as understood from analyses of their art.

285 ETHNOGRAPHIC SURVEY 3 F

SAS 180 req.

The study of ethnography as a descriptive mode including an in-depth consideration of selected cultural groups.

286 HUMAN EVOLUTION 3 S

SAS 182 rec.

A detailed survey of the principal fossil discoveries, controversies, and proposed models of human biological evolution.

288 HUMAN VARIABILITY AND ADAPTION 3 F

SAS 182 rec.

Study of human population variations in terms of biological and cultural adaptions to different environments.

290 PRIMATE STUDIES 3 S

SAS 180 or 182 rec.

Concentrated examination of various aspects of the primates: their biology, behavior, evolution, and significance for understanding human nature.

306 REGIONAL AND AREA STUDIES 1-9 F.S

Directed study in any of the subdisciplines in anthropology.

380 KEY CONCEPTS IN ANTHROPOLOGY 3 F.S

SAS 180, 181, 182, 274, 281, 285, 286 req.

Anthropological thought from historical, systematic and applied viewpoint; emphasis on changing content, concepts, methods of the discipline.

383 STUDIES IN SELECTED CULTURES 3 F

SAS 180 req.

Culture patterns of selected areas. Physical characteristics, history, social, political, intellectual life, cultural change of aboriginal people.

388 HISTORICAL ARCHAEOLOGY 3 S

SAS 274 req.

Research methods of historical archaeology reviewed, and the principles that underlie the methods examined critically. A local historic site is thoroughly studied as a class project.

Social Work Courses

170 SURVEY OF SOCIAL WORK AND SOCIAL WELFARE 3 US-7 F.S

Not for credit maj min.

A survey of the profession of social work and the institution of social welfare in contemporary United States.

221 INTRODUCTION TO SOCIAL WELFARE 3 F.S

SAS 106, PSY 111 req.

The historical development of social welfare as an institution and the impact of social, economic factors, and the ideological systems on social welfare laws, policies and programs. Includes the development of the social work profession from selected social movements.

222 SOCIAL WELFARE POLICY AND SERVICES 3 F.S

SAS 221 req.

Descriptive, analytical, and critical analysis of social welfare programs, policies, and issues.

223 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT 3 F.S

PSY 232, or conc reg req.

The integration of major concepts from the social and behavioral sciences in terms of their relevance for social work.

323 CHILD WELFARE SERVICES 3 F.S

SAS 221, 222 req. or SED or HEC maj.

It is recommended that this course be taken before SOA 368 if the student wishes placement in a child-serving agency. Services for dependent, neglected and handicapped children.

325 SOCIAL WORK METHODS I 3 F.S

SAS 221, 223, and 264 or conc reg req. Lecture and laboratory.

Basic theory, values, and beginning skills development generic to social work practice at individual, group, and community levels.

335 SOCIAL WORK METHODS II 3 F.S

SAS 261, 325, and 332 or conc reg req. Lecture and laboratory.

Course is a continuation of methodology and skills in social work practice, and focuses specifically on knowledge, principles, techniques and approaches to effect change in small groups, organizations, communities, and larger collectives.

368 SOCIAL WORK FIELD INSTRUCTION I AND SEMINAR 6 F

SAS 335, sr. standing and formal admission to SWK maj req. Materials charge optional.

Supervised field instruction and practice in social work methods with individual, groups, and communities in a social welfare agency. Course includes a weekly, campus-based, faculty-led seminar in which theory and practice are integrated. A grade of C or better is required in this course to take SAS 378.

378 SOCIAL WORK FIELD INSTRUCTION II 8 S

Completion of SAS 368 with a grade of C or better req.

Advanced supervised field instruction and practice in social work. Setting usually the same as in SAS 368 but experiences are more diverse and complex. Seminar focuses on integration of theory and practice with emphasis on the student as a professional social worker.

391 SENIOR SEMINAR IN SOCIAL WORK 3

SAS 368 or conc reg.

S

A seminar on specific selected topics not covered critically elsewhere in the major. Through assigned readings, discussions and the presentation of a substantial researched study, students analyze a social welfare issue or an area of social work practice.

SPEECH PATHOLOGY AND AUDIOLOGY (PAS)

204 Fairchild Hall

Chairperson: Martin A. Young.

Faculty: Professor: Hutchinson, Young. Associate Professors: Brunt, Haller, Hufnagle, Huit, Richards, Tannahill. Assistant Professors: Bowman, Davidson, Howard, Monson, Spiegel, Thomley. Instructors: Bising, Duffee. Faculty Assistant: Wood.

Speech Pathology and Audiology Programs

Degrees Offered: B.A., B.S. Programs are accredited by the American Speech-Language and Hearing Association.

COMPREHENSIVE SPEECH PATHOLOGY EDUCATION MAJOR

- 39 hours in Speech Pathology-Audiology required. Part of entitlement program leading to certification: special K-12 at master's level only.
- Required courses: PAS 112, 215, 220, 311, 316, 318, 319, 320, 321, 350, 351, 371, 372.
- Professional Education requirements: SED 145, 220; C&I 210; EAF 228 or 231 or 235; PSY 232, 334, 346; PAS 399 (8 hours).

This is a preprofessional program designed to prepare students for graduate work in communicative disorders. Students must have a master's degree in this field to obtain both the Illinois Certificate in Speech and Language Impaired (formerly Special Education — Speech Correction) and the American Speech-Language and Hearing Association's clinical certificate. Copies of requirements for both of these are available in the departmental office.

The Illinois Certificate in Speech and Language Impaired requires 300 hours of supervised clinical experience. To accrue these hours, undergraduate majors in this program are required to take one semester hour of PAS 317 and Student Teaching 399. Additional hours of supervised clinical experience are obtained in graduate school. A cumulative grade point average of 2.6 is required on all work completed at Illinois State University before admission to PAS 317, 358, and 359; a grade point average of 2.6 in all work taken at Illinois State University and all work at Illinois State University taken in the major field is required for admission to Student Teaching 399.

COMPREHENSIVE AUDIOLOGY MAJOR

- 43 hours required. Note: Because of prerequisites or lack of prior skill, this major may require more hours than indicated.
- Required courses: PAS 215, 220, 311, 317 (1 hour), 320, 321, 350, 351, 358 (1 hour), 359 (1 hour), 371, 372; SED 330, 353; PSY 333, 334, 346.

— The audiology program is designed to prepare the student for graduate work in audiology. This is a non-teaching program and does not qualify the student for a teaching certificate. Upon completion of the master's degree, the student will have completed the academic and clinical requirements for the American Speech-Language, and Hearing Association's Certificate of Clinical Competence in Audiology.

MINOR IN SPEECH PATHOLOGY AND AUDIOLOGY

— 21 hours required.

— Required courses: PAS 215, 311, 320, 350. Electives cannot include practicum courses.

Students taking this minor will not qualify in this area for Illinois or American Speech-Language, and Hearing Association certification.

Speech Pathology and Audiology Courses

112 SURVEY OF SPEECH AND HEARING DISORDERS 3 US-7 F.S *Incl Clin Exp.*

Current theories of speech production and reception. Designed for parents and teachers. Includes rehabilitative and rehabilitative procedures.

114 VOICE AND ARTICULATION IN COMMUNICATION 3 F.S

Designed to meet personal and vocational oral communication goals of students through a consideration of vocal and articulatory variations between formal and informal American speech patterns. Facilitation of optimal use of the speech mechanism in the process of oral communication.

115 INTRODUCTION TO HUMAN VERBAL DEVELOPMENT 3 US-7 F.S

The communication process; emphasis on opportunities for maximum stimulation of speech and language development in children.

120 SOUND AND MAN 3 US-7 F.S *Formerly SOUND AND MAN and ACOUSTICS OF SPEECH, MUSIC AND NOISE.*

Information from acoustics, psychology, physiology, linguistics, speech, and music engineering. Sound; role in man's endeavors, harmful effects, methods of control.

215 INTRODUCTION TO PHONOLOGICAL DISORDERS 3 F.S *Incl Clin Exp. Formerly INTRODUCTION TO SPEECH PATHOLOGY.*

Orientation to speech pathology profession. Introduction to articulation problems.

220 INTRODUCTION TO CLINICAL METHODS 3 F.S *PAS 215 and 311 req or conc reg in PAS 215 and 311. Maj only.*

Introduction to clinical techniques and client management. Records, reports, behavioral observation and assessment, therapy procedures and some laboratory experience.

311 PHONETICS 3 F.S

Sound system of American speech. Standard and non-standard variations. Articulatory and acoustic considerations. Practice in transcribing and reading phonetic symbols.

316 INTRODUCTION TO ORGANIC DISORDERS OF SPEECH 3 F.S *PAS 215 req. Incl Clin Exp.*

Speech disorders related to structural, neurological, and endocrine pathologies. Diagnostic and remedial procedures.

317 PRACTICUM IN SPEECH PATHOLOGY 1/2-1 F.S *PAS 215, 220, 311, Overall GPA of 2.6 req. May be repeated. Max 2 hrs. Materials charge optional.*

Approximately 45 hours of supervised clinical practice for each semester hour.

318 ORGANIZATION OF SPEECH, HEARING AND LANGUAGE PROGRAMS 3 F.S *Sr. or higher standing req.*

Professional attitudes, ethics, and organizations. Setting up and maintaining programs. Evaluation, therapy techniques, materials applicable to school settings. Relationships to school and community agencies.

319 STUTTERING I 3 F.S *PAS 215 req. Incl Clin Exp.*

Nature and history of the problem. Current models of onset, development and management.

320 SPEECH AND LANGUAGE DEVELOPMENT 3 F.S *Incl Clin Exp.*

Comprehensive study of acquisition of speech and language by children. Emphasis on first six years.

321 LANGUAGE PATHOLOGY 3 F.S *PAS 320 req. or an equiv human language development crse at the 300 level.*

Introduction to language disorders in children and adults which are associated with brain damage, learning disabilities, psychopathology, and mental retardation.

350 AUDIOLOGY I 3 F.S *Incl Clin Exp.*

Principles of hearing measurement: sound, human ear, test methods, hearing losses, screening methods, test interpretation.

351 SPEECH READING AND AUDITORY TRAINING 3 F.S *Incl Clin Exp.*

Principles of habilitation/rehabilitation of communication disorders related to hearing impairment. Visual/auditory speech signals. Amplification: function/use.

358 PRACTICUM IN BASIC AUDIOLOGY 1/2-1 F.S *PAS 350 req. Overall GPA of 2.6 req. May be repeated. Max 2 hrs. Materials charge optional.*

Approximately 45 hours of supervised clinical practice for each semester hour.

359 PRACTICUM IN SPEECH READING AND AUDITORY TRAINING 1/2-1 F.S *PAS 351 and 358 req. Overall GPA of 2.6 req. May be repeated. Max 2 hrs. Materials charge optional. Formerly PAS 352.*

Approximately 45 hours of supervised clinical practice for each semester hour.

371 SPEECH SCIENCE 3 F.S *Elementary acoustical theory and application to study of speech production and reception. Speech spectrography.*

372 ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM 3 F.S

Includes effects of deviations on end product.

COLLEGE OF BUSINESS

Dean: Andrew T. Nappi, 316 Williams Hall.

Objectives: The primary objective of the College of Business is to prepare students for professional or managerial careers in business, education, government, industry or nonprofit organizations. The College firmly supports the principle that education for business requires the assimilation of a basic common-body-of-knowledge as well as opportunities for acquiring depth in appropriate fields. The College offers programs leading to the Bachelor's degree with majors in Accounting; Management; Marketing; Finance; Business Administration; Office Administration; and Business Education with sequences in General Business Education, Distributive Education and Secretarial Education. Minor programs are also available.

The College also offers graduate programs leading to the Master of Science in Accounting, Master of Business Administration, and the Master of Science or Master of Arts in Business Education. Detailed information concerning these programs may be found in the Graduate Catalog.

The College of Business is involved in research, public service and faculty professional development and maintains a relationship with business, industrial and service organizations in the surrounding area.

Departments in the College of Business are: Accounting; Business Education and Administrative Services; Finance and Law; and Management and Marketing.

Internship Program in Business: Business majors are encouraged to participate in the internship program in business available in each department. The program provides students an opportunity to work under a carefully organized and approved internship experience during the academic year with a participating firm or organization. Business majors interested in this program are urged to arrange an interview with department advisors at their earliest convenience so that their total program includes provision for participation in the internship program. Students are advised to check on the specific requirements for the internship program offered by their major department.

Small Business Institute: Business majors, under the supervision of a professor, work in teams with small businesses to study and consult on management problems. The student team submits a written report of its findings to the business owner-manager, as well as giving an oral presentation, stating problems, alternative solutions and recommended solutions. The Small Business Institute, directed by Dr. Robert Kerber, provides a unique learning experience for students and free counseling services to participating firms to help solve problems concerning marketing, management, financial analysis, accounting, data processing, business operations and related disciplines. The program is sponsored by the College of Business in cooperation with the U.S. Government Small Business Administration.

Academic Standards: The academic standards of the University apply to all of the programs housed in the College of Business. The following additional academic standards apply to all departments in the College of Business: (1) At least 42 hours of the total 120 hours required for graduation shall be coursework devoted to studies other than business, economics, and administration; (2) The senior year's work, with minor exceptions, must be taken in residence at Illinois State University; (3) Course prerequi-

sites must be taken in required sequence; (4) Students who go on probation a second or subsequent time will be dropped from the College of Business except where higher standards are required in particular departments within the College; and (5) Students transferring into any of the programs housed in the College of Business from other programs in the university or from other academic institutions or between programs within the College of Business must meet the admission standards for the College and the major within the College.

No student (major or nonmajor) may enroll in a 200 level course in the College of Business without having at least 45 credit hours earned toward a baccalaureate degree at the time of such enrollment. Business majors must also have completed all specified prerequisites prior to enrollment in a 200 or 300 level course in the College of Business.

Repetition of courses: A student may register officially for a given course in the College of Business only twice. That is, if a student completes a course, or drops a course after the tenth-day enrollment report, he or she may enroll officially in that course one additional time.

Change in Academic Policies: *Effective with this catalog, the following policies will apply to all new students, new non-business majors, and transfer students whose graduation requirements are not governed by a preceding catalog*

Admission Policy: Students may make formal application for admission to the College of Business when they have satisfied the following requirements:

1. Completion of 45 semester hours earned with at least a 2.20 overall grade point average (GPA) on a 4.00 system. Individual programs (majors) within the College may elect to require a higher GPA to an upper limit of 2.50 in a given year. The number of students finally admitted into each program in a given year may vary from year to year.
2. Completion of, or current enrollment in, the following tool courses is required: ACC 131, 132; ECO 100, 101; ENG 101 and MAM 100. **These tool courses or their equivalent must be completed, and a total of 60 semester hours must be earned prior to entrance into 200-300 level business courses and final admission into the College of Business.**

Final admission into each program (major) within the College of Business will be from the pool of qualified applicants for that program on the basis of the individual qualifications. The College of Business reserves the right to maintain a balanced enrollment.

Academic Policies: The academic policies of the University apply to all of the programs in the College of Business. In addition, the following special academic requirements apply to all students in the College of Business:

1. Students must complete at least 42 hours of the total 120 hours required for graduation in studies other than business, economics, and administration.
2. Students majoring in business must complete their senior year (30 credits) in residence at Illinois State University. Under unusual circumstances, the Dean of the College of Business may grant a modification of this requirement.

3. Students must take courses and their prerequisites in required sequence.
4. Students may, during the preregistration period only, enroll in a 200 level course in the College of Business with a minimum of 45 semester hours and in a 300 level course with a minimum of 60 semester hours earned toward the baccalaureate degree at the time of such pre-enrollment. To receive credit for an upper division course a student must have earned at the time the course begins a minimum of 60 semester hours of credit for a 200 level course and a minimum of 75 semester hours of credit for a 300 level course.
5. Students who go on probation a second or subsequent time will be dropped from the College of Business.
6. A graduate Student-At-Large will not be permitted to register for any undergraduate courses in the College of Business.
7. A student may register officially for a given course in the College of Business only twice. That is, if a student completes a course or drops a course after the tenth day enrollment report, he or she may enroll officially in that course one additional time.

Transfer Policies: In addition to the general requirements of the University and the College, the following requirements apply to transfer students from other academic institutions seeking a business degree:

1. Credit for business and related courses from two-year institutions may be transferred and applied to the business core and to the major program but shall be limited to such courses that the College of Business offers at the lower division level (freshman and sophomore).
2. Credit for business and related courses from baccalaureate degree granting institutions may be transferred and applied to the business core and to the major if the course for which the credit is being transferred is at the equivalent level of the comparable course at Illinois State.
3. In cases where equivalency of courses is not clear, departments in the College of Business may require proficiency examinations before transfer credit is accepted.

Non-Business Majors: Non-business majors who desire to elect more than 25

(30 credits) of their course work in business must meet all College of Business requirements for graduation. These students should register for additional courses in person only and with the written permission of the College of Business adviser.

Course Requirements for Business Programs: The courses listed below (33 hours total) are a required part of the business core and must be completed by all students majoring in business programs.

ACC 131 Elementary Accounting I	3
ACC 132 Elementary Accounting II	3
ACC 166 Business Data Processing	3
FAL 210 Business Law I	3
FAL 240 Business Finance	3
MAM 100 Business and Economic Statistics	3
MAM 220 Business Organization and Management	3
MAM 230 Basic Marketing	3
MAM 385 Problems in Business	3
ECO 100 Principles of Economics I	3
ECO 101 Principles of Economics II	3

ACCOUNTING (ACC)

435 Stevenson Hall

Chairperson: James A. Hallam.

Faculty: Professors: Fish, Hallam, Lammers, Rozanski, Sanderson, Secoy, Tussing. Associate Professors: Carmody, Currie, Rexroad, Sands, Sieg. Assistant Professors: Craig, Duffy T., Holt, Krueger, McKean, Oman, Razaki, Streif, Taylor. Instructors: Bielfeldt, Brant, Dawson, Duffy W., Falb, Leinicke, Pilchard, Shankle, Toepeke, Zambell.

Accounting Programs

Degree Offered: B.S.

The Department of Accounting offers programs for students interested in public accounting, industrial accounting, non-profit accounting and data processing. Courses offered emphasize the students' analytical capabilities and understanding of the usefulness as well as the limitations of accounting information. Students may complete a Business Information Systems sequence by choosing the appropriate data processing courses.

Following graduation, students frequently sit for examinations leading to professional certification as a CPA or CMA. Students choosing the Business Information Systems sequence may sit for the CDP exam.

COMPREHENSIVE ACCOUNTING MAJOR

- 54 hours required in Business (ACC, BEA, FAL, MAM).
- Required courses: ACC 131, 132, 166, 230, 231, 232, 233, 235; BEA 215; FAL 210, 240; MAM 100, 220, 230, 385. 9 hours chosen from other upper division ACC courses.
- 20 hours approved by department adviser including COM 110 and 227; ECO 100 and 101; FAL 211; MAT 121 or 115. (Note: MAT 120 is a prerequisite for MAT 121).

At least 42 hours outside the College of Business and in subject areas other than business, economics, and administration must be included toward the 120 hours for graduation.

An Accounting major has the option to concentrate in financial accounting, management accounting, tax accounting or government accounting.

Business Information Systems Sequence: Students electing the Business Information Systems Sequence must take ACC 261, 266, 362, and 366 in addition to the specific courses and other requirements listed in the comprehensive Accounting major. Students electing the Business Information Systems Sequence should be aware that the total credit hours requirement will exceed 54 hours in Business.

MINOR IN ACCOUNTING

- 21 hours in Accounting required.
- Required courses: ACC 131, 132, 231, 232.
- 9 elective hours in ACC courses.

Repetition of Courses in Accounting: A student can register officially for an Accounting course only twice. That is, if a student completes a course, or drops a course after the official tenth day enrollment report, he or she may enroll officially in the same ACC course only one additional time.

Admission Standards: The admission standards for the Department of Accounting are the same as the College of Business; however, it should be noted that special prerequisites may exist for many advanced courses in Accounting. Majors should examine prerequisites carefully in the begin-

ning of their academic careers since many of the advanced courses require a GPA of 2.5 or a grade of A or B. Since a 2.5 GPA (2.0 equals C) is above average performance level, the Department of Accounting faculty recommends that Accounting majors have an ACT composite score greater than 21 and rank in the upper one-third of their high school class. Many firms require a 3.0 to interview, thus, the Department of Accounting requires a 3.0 before a student may transfer from another department at Illinois State into the Department of Accounting if the student was admitted to the University before Spring semester, 1982 or if the student's graduation requirements are governed by a catalog preceding 1981-82. All other students are governed by the College of Business admissions policy.

Certain courses may be restricted to Accounting majors only.

The Department of Accounting reserves the right to maintain a balanced student enrollment.

Accounting Courses

131 ELEMENTARY ACCOUNTING I 3 F.S

Elementary course in Financial Accounting. Emphasizes the content and formation of financial statements, financial accounting methods and other topics.

132 ELEMENTARY ACCOUNTING II 3 F.S ACC 131 req.

Emphasis on the broad uses of accounting data internally by managers in directing the affairs of organizations. Includes cost accumulation, budgeting, pricing and other topics.

160 COMPUTER PROGRAMMING FOR BUSINESS 3 F.S High school algebra. Not for credit if had ACS or MAT 164.

FORTRAN and packaged programs for applications in business.

166 BUSINESS DATA PROCESSING 3 F.S ACC 131 req. Formerly ACC 260.

Data processing concepts and COBOL programming.

230 MANAGERIAL ACCOUNTING 3 F.S ACC 132 req.

Discussion of product costing, planning and controlling routine operations, and analysis of non-routine decisions.

231 INTERMEDIATE ACCOUNTING 3 F.S ACC 132 req.

Theory and procedures underlying income statement as a report on operating performance and balance sheet as a report on financial position.

232 ADVANCED ACCOUNTING 3 F.S ACC 231 req.

Examination of theory and problems involved in accounting for stockholders' equity, funds flow, and consignment and installment sales.

233 INCOME TAX PROCEDURE 3 F.S ACC 131 or cons dept chrn req. Formerly ACC 333.

Emphasis on individual tax procedures. Introduction to corporation and partnership.

235 AUDITING 3 F.S 12 hrs of ACC and MAM 100 req. ACC maj only. Formerly ACC 335.

The CPA profession; auditors' opinion; evidence; internal

control; auditing standards, programs, procedures and ethics; statistical sampling; working papers.

261 BUSINESS SYSTEMS ANALYSIS FOR COMPUTER PROGRAMMING 3 F.S

ACC 132, 166 and 266 req. Overall GPA of 2.5 or an A or B in ACC 166 req. Formerly ACC 361.

Introduction to structured systems analysis and design for business data processing.

266 INTERMEDIATE COBOL 3 F.S ACC 166 or equiv req. Overall GPA of 2.5 or an A or B in ACC 166 req.

COBOL programming involving multiple file processing using both disk files and tape files, data usage, data categories, sort feature, perform verb, and table handling.

268 RPG II 3 F.Summer ACC 166 or equiv work experience req.

A study of the Report Program Generator (RPG II) programming language, and the operating control language for the host mini-computer.

330 FUND ACCOUNTING 3 F.S 5 hrs. of ACC and an overall GPA of 2.5 or an A or B in ACC 231 req. ACC maj only.

Accounting applications to financial planning and control for non-profit institutions.

332 ADVANCED MANAGERIAL ACCOUNTING 3 F.S ACC 166, 230, MAM 100 and MAT 121 or 115 req. Overall GPA of 2.5 or an A or B in ACC 230 req. ACC maj only.

Recent conceptual and analytical developments in the area of management accounting.

334 ADVANCED TAX PROBLEMS 3 F.S ACC 233 or cons dept chrn req. Overall GPA of 2.5 or an A or B in ACC 233 req.

Intensive examination of corporation, partnership, estate, trusts, and gift tax problems.

336 AUDITING PROBLEMS 3 F.S ACC 235 or equiv req. Overall GPA of 2.5 or an A or B in ACC 235 req. ACC maj only.

In-depth analysis of statistical samples, accountants' legal exposure, EDP in auditing, analysis of practical problems encountered by the public accountant in a variety of auditing situations.

337 ADVANCED ACCOUNTING PROBLEMS 3 F.S ACC 232 req. Overall GPA of 2.5 or an A or B in ACC 231 and 232 req. ACC maj only.

Theory and problems involved in preparation and interpretation of consolidated statements, estates and trusts, and partnerships.

338 ACCOUNTING THEORY AND PRACTICE 3 F.S ACC 230 and 232 req. Overall GPA of 2.5 or an A or B in ACC 230, 231 and 232 req. ACC maj only.

Consideration of the interrelation of theory and practice with a synthesis of Financial and Managerial Accounting, Auditing, and Income Taxes. Current issues and research methodology are prime concerns.

340 INTERNATIONAL ACCOUNTING 3 S ACC 232 req. Overall GPA of 2.5, or an A, or B in ACC 232, or cons dept chrn req.

Examination of the financial management of multi-national enterprises, and of diverse accounting practices in international business, with emphasis on currency translation, taxation, reporting, and control.

362 ADVANCED BUSINESS SYSTEMS ANALYSIS 3 F.S
ACC 261 and 266 req. An A or B in ACC 261 and 266 or an overall GPA of 2.5, or cons dept chrpn req.

Involves the development of a data processing system, including the development of input files, updating and file maintenance, and design and preparation of reports, and complete documentation of the data processing system.

366 ADVANCED BUSINESS DATA PROCESSING 3 F.S
ACC 266 or cons dept chrpn req. Overall GPA of 2.5 or an A or B in ACC 266 req.

Advanced applications using disk systems, tape systems and operating systems as applied to business problems using COBOL.

367 COMPUTER APPLICATIONS FOR BUSINESS DECISION MAKING 3 F
9 hrs of ACC, including 160 or 166; 12 hrs FAL or MAM courses including MAM 100 req. Overall GPA of 2.5 or an A or B in ACC 160 or 166, or cons dept chrpn req.

Dynamic mathematical techniques using accounting data to solve business problems. Linear programming, queuing-line problems, structure of business games, models.

368 BUSINESS SIMULATION 3 S
MAM 100, ACC 166 or equiv req. Also offered as MAM 368.

Applications of computer simulation techniques to business problems. Emphasis on systems approach to model building, analysis, and interpretation.

369 DATA PROCESSING CENTER OPERATIONS 3 F.S
9 hrs in BIS or cons dept chrpn req.

A study of managerial data processing responsibilities, problems and issues encountered by a data processing manager.

375 PROFESSIONAL PROBLEMS 3 S
24 hrs of ACC including ACC 337 req. Overall GPA of 2.5 or an A or B in ACC 230, 231, 232, or cons dept chrpn req.

An intensive study of contemporary accounting problems with a strong orientation toward the preparation for the CPA examination.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN ACCOUNTING 1-6 F.S
Senior, a 2.8 GPA in accounting courses, 2.6 overall GPA and cons dept chrpn req.

On-the-job experience in one or more of the following areas: Public Accounting, Industrial Accounting, Governmental Accounting, Tax, and Business Data Processing.

BUSINESS EDUCATION AND ADMINISTRATIVE SERVICES (BEA)

327 Williams Hall

Chairperson: Warren S. Perry.

Faculty: Professors: Alexander, Hall, Kaisershot, Nappi, Perry, Rich, Wray. Associate Professors: Grever, Marcum, Varner, Winchell. Assistant Professors: Benjamin, Bickley, Dickey-Olson, Dlabay, Palmer, Troman, Wedell, Wilkins. Instructors: Fidler, Long.

Business Education and Administrative Services Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

The Department of Business Education and Administrative Services offers major degree programs in Business Education and Office Administration. As a business education major, students may choose a comprehensive major or a major with sequences in General Business Education, Distributive Education, or Secretarial Education.

The business teacher education programs are developed to comply with teacher certification requirements for the State of Illinois. These programs prepare graduates for secondary and junior college teaching positions as well as for positions in education and training for business and industry.

The Office Administration program provides graduates with career opportunities in various office administrative positions which include (1) office supervisor, (2) administrative analyst, (3) administrative assistant, (4) word processing supervisor, (5) executive secretary, or (6) records manager in business, government, and educational institutions.

Students should note that:

1. At least 42 semester hours of credit toward the bachelor's degree must be taken outside the College of Business and in subject areas other than business, economics, and administration.

2. While an overall grade point average of 2.0 is required for graduation, majors in BEA teacher education programs must have earned a 2.2 grade point average for admission to and retention in the University's teacher education program (see University-Wide Teacher Education Program Requirements in the College of Education section of the Catalog for further information.)

3. Minimum clinical experiences totaling 35 clock hours shall be completed in the Department prior to student teaching. Several courses in the Department include clinical experiences; however, it is not necessary to complete all of these courses to satisfy this requirement.

4. Students shall plan programs in consultation with an adviser.

5. Students desiring vocational education certification are required to complete BEA 380 and 382.

Business Education Programs

COMPREHENSIVE BUSINESS EDUCATION MAJOR

- 55 hours required in Business (ACC, FAL, MAM, BEA). Part of entitlement program leading to certification: secondary 6-12.
- Required courses: ACC 131, 132, 166; FAL 210, 240; MAM 100 or equivalent, 220, 230, 385; BEA 111, 115, 211, 214, 224 or 321, 330, 361; 3 hours selected from BEA 390 or 392; and 3 hours selected from BEA 394 or 396. (Note: Some of these courses have required prerequisites.)
- ECO 100 and 101 are required also.

MAJOR IN BUSINESS EDUCATION

- Required courses in each sequence: ACC 131, 132, 166; BEA 111, 361; FAL 210, 240; MAM 100 or equivalent, 220, 230, 385.
- ECO 100 and 101 are required also.

General Business Education Sequence: At least 37 hours required in Business (ACC, FAL, MAM, BEA). Part of entitlement program leading to certification: secondary 6-12. *Note: Because of prerequisites or lack of prior skills, this sequence may require more hours than indicated.* In addition to the courses required in each sequence of the major, the following courses must be completed: BEA 214 or 321, 330, 390 or 392.

Distributive Education Sequence: 55 hours required in Business (ACC, FAL, MAM, BEA). Part of entitlement program leading to certification: secondary 6-12. In addition to the courses required in each sequence of the major, the following courses must be completed: BEA 330, 380, 382, 383; MAM 233, 234. BEA 321 may be used as a substitute for ACC 166.

Secretarial Education Sequence: At least 37 hours required in Business (ACC, FAL, MAM, BEA). Part of entitlement program leading to certification: secondary 6-12. *Note: Because of prerequisites or lack of prior skill, this major may require more hours than indicated.* In addition to the hours required in each sequence of the major, the following courses must be completed: BEA 211, 214, 224, 394 or 396.

MINOR IN BUSINESS EDUCATION

— 24 hours required in Business (ACC, FAL, MAM, BEA). *Note: Because of prerequisites or lack of prior skill, this minor may require more hours than indicated.*
 — Required courses: ACC 131, 132; MAM 220, 230; BEA 111, 214, 224 (or ACC 166) 390 or 392 or 394 or 396.

Consumer Education Program

MINOR IN CONSUMER EDUCATION

— 24-26 hours required from listed courses in BEA, FAL, MAM, HEC.
 — Required courses: BEA 111, 117, BEA 330 or HEC 330 or HEC 297, BEA 340, BEA 392 or HEC 203, FAL 210, MAM 230, 231. Appropriate courses and workshops may be substituted for required courses with the approval of the department chairperson, as, for example, HEC 393 (Utilizing Community Consumer Resources).
 — Students enrolled in this minor are required to complete ECO 100 and 101. (Note: Some of these courses have required prerequisites.)

Office Administration Programs

COMPREHENSIVE OFFICE ADMINISTRATION MAJOR

— 54 hours required in Business (ACC, FAL, MAM, BEA) or other areas specified below.
 — Required courses: ACC 131, 132, 166; FAL 210, 240; MAM 100 or equivalent, 220, 230, 385; BEA 111 113, 115, 117, 224 (or ACC 261), 211, 215, 250, 270. In addition, ECO 100 and 101 and MAT 110 or 120 must be completed.

An unclassified student or an Office Administration major may select courses that will prepare the student for administrative support positions. Specific information is available in the Department of Business Education and Administrative Services. Unclassified students who are later admitted to a degree program may apply the courses toward graduation that are listed above and taken while they were unclassified students.

Business Information Systems Sequence: Students electing the Business Information Systems Sequence, in addition to the requirements for the Comprehensive Office Administration Major, must take ACC 261 and 266, BEA 321, and one course selected from ACC 362, 366, 368, 369; MAM 368 or 370. Students electing the Business Information Systems sequence should be aware that the total credit hour requirement will exceed 54 hours in Business.

MINOR IN OFFICE ADMINISTRATION

— 24 hours required in Business (ACC, FAL, MAM, BEA) or other areas specified below.
 — Required courses: BEA 115, 211, 215, 250, 270; MAM 220, 221 or 323 or PSY 230; ACC 166. (Note: Some of these courses have required prerequisites.)

Admissions Standards: The admission standards for the Department of Business Education and Administrative Services are the same as the standards for the College of Business.

Business Education and Administrative Services Courses

111 BUSINESS AND ITS ENVIRONMENT 3 US-7 F.S

Influence of economic, social, and political pressures on business systems and operating procedures including markets, organization, management, and government regulation of business.

112 TYPEWRITING 2 F.S

Mastery of keyboard; building speed and accuracy in communication skills through production of letters, tables, manuscripts, reports, and other communication forms.

113 OFFICE PRODUCTION TYPEWRITING 3 F.S

BEA 112 or equiv req.

Intensive building of speed and control with special emphasis placed on job simulation in all aspects of typewritten office communication.

115 BUSINESS COMMUNICATIONS 3 F.S

ENG 101 or equiv req.

Analysis of communications practices in business. Communication skills will be improved through solution of practical business situations.

117 BUSINESS MATHEMATICS 3 F.S

Quantitative techniques used in solving business problems including interest, the mathematics of merchandising, break-even analysis, inventory control, averages, dispersion, probability theory, inference, and hypothesis testing.

122 PRINCIPLES OF SHORTHAND I 3 F.S

BEA 112 or equiv req. Shorthand laboratory work req. Gregg shorthand theory, dictation, and related knowledge.

123 PRINCIPLES OF SHORTHAND II 3 F.S

BEA 122 or equiv req. Shorthand laboratory work req. Continued study of Gregg shorthand emphasizing vocabulary development, dictation, and transcription.

211 OFFICE SYSTEMS 3 F.S

BEA 113 or equiv req. Laboratory required. Materials charge optional.

Study of decisions which must be made regarding efficient

work flow in an office through experiences in an office simulation which includes the use of modern office machines.

214 PROBLEMS IN OFFICE PRODUCTION **TYPEWRITING 3** **F.S**

BEA 113 or equiv req. Formerly BEA 114.

Teacher Certification in typewriting requires the completion of this course or an equivalency statement supplied by this department.

215 REPORT WRITING FOR BUSINESS 3 **F.S**

ENG 101 or equiv req.

Report writing techniques; use, form, and structure of different types of business reports.

224 ADVANCED SHORTHAND AND TRANSCRIPTION 3 **F.S**

BEA 123 or equiv req. Shorthand laboratory work. Formerly BEA 124.

Advanced dictation, transcription, and mailable-letter production. Special emphasis on transcription essentials in the areas of shorthand and word processing with a high degree of emphasis on mailability. Some instructional methods included. Teacher certification in shorthand requires the completion of this course or an equivalency statement supplied by this department.

250 RECORDS MANAGEMENT 3 **F.S**

Organization and management of records system including use of microfilm and computerization of records.

270 PRINCIPLES OF OFFICE ADMINISTRATION 3 **F.S**

Analysis of office functions and relationship to business organization; information handling and data processing; office design and layout; responsibilities of office administrators.

315 CAREER PLACEMENT PROCEDURES 1 **F.S**

St standing req. Not available for graduate credit.

An orientation to the processes used in obtaining employment. Includes instruction concerning resumes, application letters, job sources, and interviews.

320 PRACTICUM IN OFFICE PRACTICE INSTRUCTION 2-3 **F.S**

BEA 211 req.

For business education teachers teaching office machines or teaching in office education programs.

321 PRACTICUM IN DATA PROCESSING 2-3 **F.S**

ACC 260 or equiv req.

Application of concepts and skills learned in the classroom to on-the-job data processing applications relative to office systems.

330 DECISION-MAKING FOR CONSUMERS 3 **US-7** **F.S**

Also offered as HEC 330. Materials charge optional.

Survey of consumer problems, trends, and information. Topics include: insurance, housing, credit, life-styles, consumer protection, leisure and achieving financial security.

340 SOCIETAL CONTEXT OF CONSUMER EDUCATION 3 **F.S**

BEA 330 or HEC 330 or HEC 117 req or conc req.

An analysis of the position of consumer education within the social system. The course will examine the institutional framework within which consumers function.

350 BUSINESS IN A MULTI-CULTURAL ENVIRONMENT 3 **F.S**

Business operations in a multi-cultural environment. Relationship between the business process and social attitudes, values, ideologies, and customs with special emphasis on Asia, Latin America, and the Middle East.

361 FOUNDATIONS OF BUSINESS EDUCATION 3 **F.S**

C&I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 (2 hrs.) or conc reg req. Incl Clin Exp.

Historical background and current status of business education emphasizing professional responsibilities of teachers and principles of curriculum construction.

370 CONCEPTS IN OFFICE INFORMATION PROCESSING 3 **S**

Fundamental knowledge of office information processing systems: organization, implementation, management, work flow, word processing and word processing equipment, computer word processing, and the role of the secretary.

380 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS 3 **F.S**

Incl Clin Exp. Formerly ORGANIZATION AND ADMINISTRATION OF VOCATIONAL OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS. Also offered as HEC 380 and IT 305.

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

382 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS 3 **S**

Incl Clin Exp. Formerly COORDINATION TECHNIQUES OF COOPERATIVE OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS. Also offered as HEC 382 and IT 306.

Coordination techniques needed for high school and post-secondary teacher coordinators in integrating classroom activities with daily employment.

383 INDIVIDUALIZED INSTRUCTION TECHNIQUES IN VOCATIONAL OFFICE AND DISTRIBUTIVE EDUCATION 3 **S**

BEA 361 or conc reg rec. Incl Clin Exp.

Individualized instructional methods for teaching high school cooperative classes in office and distributive education.

390 IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING AND ACCOUNTING 3 **F.S**

BEA 361 or conc reg rec. Incl Clin Exp.

Methods of instruction, materials, organization, and presentation of subject matter utilized in teaching of bookkeeping and accounting.

392 IMPROVEMENT OF INSTRUCTION IN BASIC BUSINESS AND CONSUMER EDUCATION 3 **F.S**

BEA 361 or conc reg rec. Incl Clin Exp.

Methods of instruction, materials, organization, and presentation of subject matter utilized in teaching basic business and consumer education.

394 IMPROVEMENT OF INSTRUCTION IN TYPEWRITING AND OFFICE PRACTICE 3 **F.S**

BEA 361 or conc reg rec. Incl Clin Exp.

Instructional methods in teaching personal typewriting, vocational typewriting, and clerical office practice.

396 IMPROVEMENT OF INSTRUCTION IN SHORTHAND AND SECRETARIAL PRACTICE 3 F.S

BEA 361 or conc reg req. Incl Clin Exp.

Instructional methods in teaching shorthand, transcription, and secretarial office practice.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN OFFICE ADMINISTRATION 1-14 F.S

Office Administration maj; sr standing; 2.5 GPA in business courses; 2.2 overall GPA; and cons internship coord req. Enrollment for two consecutive semesters req to receive 14 credit hrs.

On-the-job experience involving planning, organizing, and directing work activities; developing controls to assure compliance with policies and procedures in the various areas of office administration.

FINANCE AND LAW (FAL)

328 Williams Hall

Chairperson: Geoffrey A. Hirt.

Faculty: Professors: Cox, Crepas, Ficek, Potter. Associate Professors: Hirt, Kruse, Massin, Naidu, Varner, Wort. Assistant Professors: Bubnys, Byler, Gardner, Henry, Kittrell, Massa, McGuire, Mills, Robb, Scheu. Instructors: Alderson, Srivastava, Sunderman, Taheri, Trefzger. Faculty Assistant: Williams.

The department offers a Comprehensive Business Administration major, providing a broad background for a managerial or administrative career. Students with an interest in Business Information Systems may elect this sequence to gain a foundation in the interrelationships between administration and information systems.

The Comprehensive Finance major provides a knowledge base and skills appropriate for a wide variety of functional and managerial activities that require financial expertise. The financial world touches most organizations, profit or nonprofit, which have activities involving banking, insurance, real estate, investments, managerial finance, budgeting, and international finance. Students with an interest in insurance may elect the insurance sequence.

Business Administration Programs

Degree Offered: B.S.

COMPREHENSIVE BUSINESS ADMINISTRATION MAJOR

— 54 hours required in Business (FAL, ACC, BEA, MAM). — Required courses (33 hours in FAL, ACC, BEA, MAM; MAM 100, FAL 210, 240; ACC 131, 132, 166; BEA 215; MAM 220, 227, 230, 385. In addition, ECO 100 and 101 and MAT 121 or 115 must be completed. Fifteen (15) of these 33 hours must be taken in residence at Illinois State University. — Elective Courses: A total of 21 hours of electives of which no more than six hours may be taken in any one subject area: Finance, Business Law, Accounting, Management, Marketing or other area approved by adviser. FAL

140 may not be included. Students must consult with a department adviser in selecting electives.

— The senior year's work (last 30 hours), with minor exceptions, must be taken in residence at Illinois State University.

— At least 42 hours outside the College of Business and in subject areas other than business (FAL, ACC, BEA, MAM), economics, and administration must be included toward the 120 hours for graduation.

Business Information Systems Sequence: Students electing the Business Information Systems Sequence must fulfill all of the requirements for the Comprehensive Business Administration Major; however, the following courses are required: ACC 160, 261, 266, 362, and 366. These courses will be applied toward the 21 hours of required business electives.

Community college students who expect to major in Business Administration at Illinois State should consult the academic adviser of the Department of Finance and Law at Illinois State near the end of their freshman year.

MINOR IN BUSINESS ADMINISTRATION

— 20 hours required in Business (FAL, ACC, and MAM). — Required courses: FAL 210, 240; ACC 131; MAM 220, 230. — 5 hours selected from ACC 132, the data processing courses offered in Accounting and those FAL and MAM courses that are available for credit to Business Administration majors.

Academic Policies: All majors in the Department of Finance and Law must meet the academic, admission, and transfer policies of the College of Business.

Finance Program

Degree Offered: B.S.

COMPREHENSIVE FINANCE MAJOR

General Finance Sequence: 54 hours required in Business (FAL, ACC, BEA, MAM). Required courses (45 hours in FAL, ACC, BEA, MAM): MAM 100; FAL 210, 217, 240, 241, 242, 349; ACC 131, 132, 166; BEA 215; MAM 220, 227, 230, 385. In addition, ECO 100, 101, and MAT 121 or 115 must be completed. Elective courses (9 hours): 9 hours selected from FAL 260, 341, 343, 344, 351, 352, 354, or appropriate courses approved by the departmental adviser.

Insurance Sequence: 54 hours required in Business (FAL, ACC, BEA, MAM). Required courses (54 hours): MAM 100, FAL 210, 217, 240, 241, 242, 349, 351, 352, 354; ACC 131, 132, 166; BEA 215; MAM 220, 227, 230, 385. In addition, ECO 100, 101, and MAT 121 or 115 must be completed.

At least 24 of the 54 hours required for the major must be taken in residence at Illinois State University. The senior year's work (last 30 hours), with minor exceptions, must be taken in residence at Illinois State University. At least 42 of the total 120 hours offered for graduation must be taken in courses other than business (FAL, ACC, BEA, MAM), economics, and administration.

Finance and Law Courses

140 PERSONAL FINANCE 3 F.S

Not for credit maj min in the College of Business. Formerly BUA 140.

Examines key financial decisions made by individual consumer. Career selection, personal record keeping, budgeting, use of credit, insurance, income taxes, and investment.

210 LEGAL ENVIRONMENT OF BUSINESS 3 F.S

Jr. standing req. Formerly BUSINESS LAW I.

Study of the economic, business, political, and social values or forces which cause law related to business activities to come into existence, change, and adapt. Includes legal history, philosophy, and the judicial processes related to contracts, agency, sales of goods, and secured transactions.

211 COMMERCIAL LAW 3 F.S

FAL 210 req. Formerly BUSINESS LAW II.

Legal aspects of organizing, operating, and liquidating a business organization. Covers the concept of ownership of property, commercial paper, partnerships, corporations, insurance, and bankruptcy. Business ethics and management's responsibility under law is integrated.

217 ECONOMICS OF BUSINESS 3 F.S

ECO 101, ACC 131, MAM 100, MAT 121 req. Not for credit if had ECO 239 or 339. Formerly BUA 217.

Application of economic theory and quantitative tools to analyze and solve business problems. Emphasis on the decision process and the role economic analysis plays.

240 BUSINESS FINANCE 3 F.S

MAM 100, ACC 132 and ECO 101 req. Formerly BUA 240.

Principles and problems of planning and managing assets of business. Formulation, acquisition and utilization of funds and capital structure examined.

241 FINANCIAL INSTITUTIONS 3 F.S

Formerly BUA 241.

Structure and functions, sources of funds, and investment policies of private and governmental financial institutions.

242 INVESTMENTS 3 F.S

FAL 240 req. Formerly BUA 242.

A survey of investment media, concepts, and techniques to provide an understanding of the investment process in the economic and financial environment.

260 REAL ESTATE 3 F.S

FAL 240 req. Formerly BUA 260.

Principles of real estate, including real estate law, property description and transfer, appraisal, investments, leases, salesperson's and broker's functions, future social and economic implications for real estate.

311 GOVERNMENT REGULATION OF BUSINESS 3 F.S

ECO 101 req. Formerly BUA 311.

Rules and regulation of mergers, monopolies, pricing, advertising, securities, food and drugs, unfair trade practices, utilities, and transportation.

312 INTERNATIONAL BUSINESS LAW 3 S

FAL 210 req.

Case study in international business law. Problems of jurisdiction, contract enforcement, government regulations, and tax. Comparative law with emphasis on Europe, Islam, Soviet Union, and the United States.

341 CAPITAL INVESTMENT DECISIONS 3 F

FAL 240 req. Bus maj only. Formerly BUA 341.

Theory of capital management, evaluation of risks, determination of capital structures, measure of costs and returns, and allocation of capital.

343 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT 3 F.S

FAL 240, 242 req. Bus maj only. Formerly BUA 343.

Characteristics of financial assets and markets; evaluation of securities; selecting and combining securities into portfolios; portfolio models and measurement of portfolio performance.

344 INTERNATIONAL FINANCIAL MANAGEMENT 3 F

FAL 240 req. Bus maj only. Formerly BUA 344.

Financial management of multinational corporations, including balance of payments, foreign exchange markets and international money and capital markets.

349 ADVANCED FINANCIAL THEORY AND PROBLEMS 3 F.S

FAL 240 req. Not for graduate credit for MBA students. 9 hr. finance rec.

An advanced coverage of financial theory and its applications to cases and problems. Specific area of emphasis varies according to the interests of students and faculty involved.

351 LIFE AND HEALTH INSURANCE 3 F.S

MAM 100; FAL 210 req. Formerly BUA 351.

Personal and business risks. Principles of life and health insurance and their applications.

352 PROPERTY AND LIABILITY INSURANCE 3 F.S

MAM 100; FAL 210 req. Formerly BUA 352.

Application to individuals, business enterprises, and governmental institutions. General consideration of risk in fire, marine, bond, and casualty areas.

354 RISK MANAGEMENT 3 F.S

FAL 352 req. Bus maj only. Formerly BUA 354.

Management's role in treating non-speculative risks to which business is exposed. Emphasis on recognition, evaluation, and treatment of risks.

375 LAW FOR ACCOUNTANTS 1 S

24 semester hours of accounting including ACC 337 req. Not for graduate credit.

Accountants' legal responsibilities, anti-trust, bankruptcy, federal securities regulation, insurance, regulation of employer and employee relationships, secured transactions, suretyship, and other topics for the professional accountant.

398 PROFESSIONAL PRACTICE: BUSINESS ADMINISTRATION OR FINANCE INTERNSHIP 1-6

Formerly BUA 398.

MANAGEMENT AND MARKETING (MAM)

329 Williams Hall

Chairperson: Ahmed A. Abdel-Halim.

Faculty: Professors: Abdel-Halim, Brabb, Couch, Ferrell, Grimm, Kerber, Mohr, Reighard. Associate Professors: Chitgopekar, Eckrich, Ferguson, Fritzsche, Graeff, Graf, Herlekar, Robinson, Unni. Assistant Professors: Bibb, Brueck, A. Eshghi, G. Eshghi, Ferris, Glisan, Kauffold, Lewis, Mazen, Meadow, Mersha, Nowak, Perrachione, Smith. Instructors: Bastian, DeVore, Evans, Gundersen, Head, Hendricks, Lee, Wasserman.

Management and Marketing Programs

Degrees Offered: B.S. in Management and B.S. in Marketing.

The Management major offers programs to students interested in professional Management careers in business, industry, or government. Three sequences allow students to concentrate on skills needed by general managers (Organizational Management Sequence) or by specialists in quantitative decision processes (Operations Management Sequence) or in management use of the computer (Management Information Systems Sequence). The degree in Marketing is a flexible degree that qualifies graduates for a variety of leadership positions in the distribution and exchange of goods and services in support of consumer welfare in both profit and nonprofit organizations.

COMPREHENSIVE MANAGEMENT MAJOR

- 54 hours required. At least 24 of the required hours in each sequence at the 200 and 300 level must be taken in residence at Illinois State University.
- Required courses (36 hours in MAM, ACC, BEA, FAL): MAM 100, 215, 220, 221, 227, 230, 385; ACC 131, 132, 166; BEA 215; FAL 210, 240. In addition, ECO 100, 101, and MAT 121 or 115 must be completed.
- Additional required courses (depends on sequence chosen).
- Elective courses (depends on sequence chosen).
- The senior year's work, with minor exceptions, must be taken in residence at Illinois State University.
- At least 42 hours of the total 120 hours offered for graduation should be in courses other than business (ACC, BEA, FAL, MAM), economics, and administration.

Organizational Management Sequence: 54 hours required. At least 24 of the required hours at the 200 and 300 level must be taken in residence at Illinois State University. Required courses (45 hours in MAM, ACC, BEA, FAL): MAM 100, 215, 220, 221, 227, 230, 323, 325, 385; ACC 131, 132, 166; BEA 215; FAL 210, 240. In addition, ECO 100, 101, and MAT 121 or 115 must be completed. Elective courses (9 hours) selected from: MAM 301, 324, 326, 381, 389 (Business and Society) 398; ACC 230; COM 227, 329; ECO 225, 326; FAL 217 or ECO 239; FAL 311; PSY 365.

Operations Management Sequence: 54 hours required. At least 24 of the required hours at the 200 and 300 level must be taken in residence at Illinois State University. Required courses (45 hours in MAM, ACC, BEA, FAL): MAM 100, 215, 220, 221, 227, 230, 327, 385; ACC 131, 132, 166, 230; BEA 215; FAL 210, 240. In addition, ECO 100, 101, and MAT 121 or 115 must be completed. Elective courses (9 hours) selected from MAM 301, 323, 326, 329, 368, 381, 398; ACC 332; ECO 333; FAL 217 or ECO 239; FAL 311.

Management Information Systems Sequence: 54 hours required. At least 24 of the required hours at the 200 and 300 level must be taken in residence at Illinois State University. Required courses (48 hours in MAM, ACC, BEA, FAL): MAM 100, 215, 220, 221, 227, 230, 232, 327, 385; ACC 131, 132, 166, 261; BEA 215; FAL 210, 240. 6 hours of electives selected from MAM 301, 325, 368, 370, 389 (Business and Society), 398; ACC 362.

COMPREHENSIVE MARKETING MAJOR

- 54 hours required in Business (MAM, ACC, BEA, FAL).
- Required courses (45 hours in MAM, ACC, BEA, FAL): MAM 100, 220, 227, 230, 231, 232, 338, 339, 385; ACC 131,

132, 166; BEA 215; FAL 210, 240. Twenty-four of these 45 hours must be taken in residence at Illinois State University. In addition, ECO 100 and 101 and MAT 121 or 115 must be completed.

- Elective courses (9 hours) selected from MAM 233, 234, 235, 238, 289 (Promotion Strategy), 289 (Product and Price Strategy), 329, 333, 334, 335, 389 (Business and Society). In addition, the student may elect to use one of the following courses: GEO 330, 336; POS 232, 312; SAS 260, 267, as part of the 9 hours of electives above; however, no more than 3 hours of electives may be outside the Management and Marketing department.
- The senior year's work (last 30 hours), with minor exceptions, must be taken at Illinois State University.
- At least 42 hours of the total 120 hours offered for graduation should be in courses other than business (ACC, BEA, FAL, MAM), economics, and administration.

Academic Policies: All majors in the Department of Management and Marketing must meet the academic, admission, and transfer policies of the College of Business.

Management and Marketing Courses

100 BUSINESS AND ECONOMIC STATISTICS 3 **F.S**
MAT 110 or 120 req. Not for credit if had ECO 131.
Formerly BUA 100.

Application of statistical methods to business. Averages, dispersion, probability theory, frequency distributions, inference, hypothesis testing, regression, nonparametric tests.

215 INTRODUCTION TO MANAGEMENT SCIENCE MODELS 3 **F.S**
MAM 100, MAT 121, ACC 166 req. Not for credit if had MAM 301 prior to Spring 1979.

Provides a basic understanding of the formulation and application of quantitative models in managerial decision-making. General topics include: linear programming, dynamic programming, networks and simulation.

220 BUSINESS ORGANIZATION AND MANAGEMENT 3 **F.S**
ECO 101 req. Formerly BUA 220.

Organization theories and the role of managers as leaders. Planning and control systems, decision-making, and human considerations.

221 ORGANIZATIONAL BEHAVIOR AND ADMINISTRATION 3 **F.S**
MAM 220 req. Formerly BUA 321 (1973-74 Catalog) and BUA 221. Not for credit if had PSY 376 or BUA or MAM 421.

Organization analysis focusing on motivation, perception, communication, coordination, and change. Administrative problems examined by theories of individual and group behavior.

227 PRODUCTION MANAGEMENT 3 **F.S**
MAM 100, 220 req. Formerly BUA 227.

Operations of production plants. Methods analysis and work measurement, inventory control, quality control, facilities layout, machines and maintenance.

230 BASIC MARKETING 3 **F.S**
ECO 101 or FAL 217 req. Formerly BUA 230.

A managerial approach to the study of concepts, activities, and decisions that relate to the facilitation of exchange

between buyers and sellers in both business and nonbusiness organizations.

231 CONSUMER BEHAVIOR 3 F.S
MAM 100, 230 req. Formerly BUA 331.

Determinants of consumer behavior. Influence of socio-psychological variables on the formation and change of attitudes, consumption, and purchasing behavior.

232 MARKETING RESEARCH 3 F.S
MAM 100, 230 req. Formerly BUA 332.

The role of research in marketing decision making and the systematic steps involved in conducting a marketing research project.

233 ADVERTISING 3 F.S
MAM 230 req. Formerly BUA 232.

Principles of advertising as explained from a business and consumer point of view. Emphasis on advertising as a factor in marketing.

234 PROFESSIONAL SELLING 3 F.S
MAM 230, 231 or conc reg req. Formerly BUA 234.

To describe personal selling as a marketing activity and to cover effective selling methods. Application of selling theories to the marketing concept.

235 MARKETING CHANNELS 3 F
MAM 230 req. Formerly BUA 231.

Theoretical concepts of marketing channel structure and management and their practical applications.

238 INTERNATIONAL MARKETING 3 F
MAM 230 req. Formerly BUA 336.

Understanding the marketing environment and developing marketing strategies across national boundaries. The political, economic, and cultural variables which influence such strategies are identified. Recent cross-cultural research and real world cases clarify concepts and their application.

301 DECISION THEORY 3 F
MAM 100 req. Formerly BUA 301.

Behavioral and quantitative factors in business decision-making. Emphasis on quantitative methods of making decisions under conditions of uncertainty.

323 HUMAN RESOURCES MANAGEMENT 3 F.S
MAM 220 req. Formerly BUA 323.

Principles and procedures relating to manpower management, including staffing, appraisal, training, compensation, and other programs for business and other organizations.

324 INDUSTRIAL RELATIONS MANAGEMENT 3 S
MAM 220 and ECO 100 req. Formerly BUA 324.

Managing employment relations and work conditions. Emphasis on negotiating, administering labor agreements, and impact of collective bargaining on managerial practice.

325 MANAGERIAL PLANNING AND DECISION MAKING 3 F.S
MAM 220 plus three (3) additional hours of Management req. Bus maj only. Formerly BUA 325.

A consideration of managerial decision making in organizations. Specific emphasis on strategic program and operational level planning decisions, techniques, and systems.

326 SMALL BUSINESS MANAGEMENT 3 F.S
2.0 GPA in a Business maj; sr. or grad standing. Bus maj only. Formerly BUA 326.

Field program designed to familiarize the student with the problems of small business owners and/or operators. The student acquires firsthand knowledge and experience by dealing with on-going businesses.

327 OPERATIONS MANAGEMENT 3 S
MAM 227; MAT 121 req. Formerly BUA 327. Not for graduate credit for MBA students.

Advanced considerations of decision-making tools applied to manufacturing and other operational areas. Case analyses place emphasis on production management problems.

329 PURCHASING POLICIES AND PROCEDURES 3 S
ECO 100, ACC 131 req. Formerly BUA 329.

Purchase of materials, supplies, and equipment for industry, government, and other institutions. Organization for purchasing, internal requisitioning, and stock control.

333 ADVERTISING MANAGEMENT 3 S
MAM 230, 231, 232, 233 req.

The course emphasizes the major perspectives in advertising practice along with the techniques of behavioral and management sciences. Case studies are used with project reports.

334 SALES MANAGEMENT 3 S
MAM 230, 231, 232, 234 req. Not for graduate credit for MBA students. Formerly BUA 236.

Application of functions of management to selling structure and sales problems of companies. Behavioral and quantitative disciplines used in case studies.

335 RETAILING MANAGEMENT AND PROMOTION 3 S
MAM 230, 231, req. Not for graduate credit for MBA students. Formerly BUA 235.

Management and operation of retail firms. Emphasis will be on location, pricing, inventory and promotion.

338 MARKETING MANAGEMENT 3 F.S
MAM 230, 231, 232 req. Not for graduate credit for MBA students. Bus maj only. Formerly BUA 339.

Development and evaluation of the marketing plan. Includes analysis of actual and hypothetical cases. A term project will be included.

339 SEMINAR IN MARKETING 3 F.S
MAM 230, 231, 232, 338 or conc reg req. May be repeated once if topic and inst different. Bus maj only. A specialized study of selected topics in the field of marketing for advanced students.

368 BUSINESS SIMULATION 3 S
MAM 100, ACC 166 or equiv req. Also offered as ACC 368. Formerly BUA 368.

Applications of computer simulation techniques to business problems. Emphasis on systems approach to model building, analysis, and interpretation.

370 MANAGEMENT INFORMATION SYSTEMS 3 S
MAM 220, ACC 131, 166, or equiv req. MAM 230 and FAL 240 rec. Not for credit toward MBA degree.

A study of management information systems with emphasis on the responsibilities of management in the creation, control, and utilization of the information systems which support managerial decision-making.

381 PROJECT SUPERVISION 3 F.S
MAM 220 and selection as 220 Section Manager req. MAM 221, 227, and Sr. standing rec. For undergraduate credit only.

Experience in supervising group projects and activities.

Training and development problems, performance evaluation, and project planning and control.

385 PROBLEMS IN BUSINESS 3 F.S
MAM 100, 220, 230, ACC 132, FAL 240 req, Senior status. Bus maj only. Not for graduate credit. Formerly BUA or MAM 285.

Integration of the decision-making processes involved in each of the major functional areas of business.

**398 PROFESSIONAL PRACTICE:
INTERNSHIP IN MANAGEMENT
AND MARKETING 1-6**

COLLEGE OF EDUCATION

Dean: Benjamin C. Hubbard, 533 DeGarmo Hall.

The College of Education includes the Departments of Curriculum and Instruction, Specialized Educational Development, Educational Administration and Foundations, the Office of Clinical Experiences and Certification Processes, and the Office of Research, Development, and Field Services. The College of Education has three broad missions: (1) Vigorous preparation of quality instructional, supervisory, and administrative personnel to serve in all sectors of the economy in various capacities and at all levels of teaching and learning; (2) Systematic study, research and evaluation of societal concerns within diverse cultural contexts and with the concomitant utilization of that research for society's benefit; and (3) Active involvement in service activities designed to improve the quality of life through education and to ensure the necessity of existing programs and to identify new directions for the College. The College administers clinical experiences in education and an admission-retention program in undergraduate teacher education in addition to offering a wide range of graduate programs, including masters and doctoral programs in Curriculum and Instruction, Educational Administration, and Special Education as well as an advanced certificate in Educational Administration.

CURRICULUM AND INSTRUCTION (C&I)

232 DeGarmo Hall

Chairperson: John V. Godbold.

Faculty: Professors: Bjork, Cantlon, Crotts, Edwards, Fisher, Fitch, Frinsko, Godbold, Goeldi, Goodall, Hicklin, Huser, Irving, Kachur, Kennedy, Lazerson, Lewis, Lorber, Madore, Pierce, Rhodes, Schnepp, Slan, Waimon, Youngs, Zeller. Associate Professors: Baer, Bettis, Brown, Brubaker, Franks, Galler, Graef, Morris, Mungo, Piland, Taylor, Venerable. Assistant Professors: Curtino, Feicke, Hager, Howard, Kerber, Mincey, Moreland, Natale, Rozum, Schultze, Shaw-Baker, Short, Snow. Instructors: Hunter, Oldenburg.

Early Childhood Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

Students are admitted to Early Childhood Education on a selective basis. Most professional coursework, taken through Core units, is ordinarily started during the second semester of the sophomore year or the first semester of the junior year. Each Core unit is for an entire semester and is a unified program of classroom experiences taught by a team of instructors from C&I and other departments. Each Core covers a common content: knowledge about physical, cognitive, social, and creative development of children; knowledge about school curriculum and organization; and direct teaching experience with young children. The final semester is spent off campus in a Clinical Center which provides a wide variety of direct experiences with children.

Concurrently with each Core, students will take some of the additional required courses. Specific information on admission policies and practices for Early Childhood Education is available from the Department of Curriculum and Instruction.

COMPREHENSIVE EARLY CHILDHOOD EDUCATION MAJOR

- Required courses (51 hours): C&I 260, 261, 262, 263, 300, 301, EAF 331; HEC 231; PSY 347; SED 145. (Note: Students enrolled in C&I 260 take C&I 300 and SED 145 concurrently. Students enrolled in C&I 261 take PSY 347 and HEC 231 concurrently. Students enrolled in C&I 262 take C&I 301 concurrently. Students enrolled in C&I 263 take EAF 331 concurrently.)
- In addition to the major requirements listed above, students should include the following courses in 48 hours of University Studies for compliance with state certification requirements: ENG 101, COM 110, HEC 106, PSY 111, PAS 115. Each student should consult the **Teacher Education Requirements** section of this catalog for further understanding of state general education standards for certification in Early Childhood Education.

Electives in Early Childhood Education: In addition to courses required for the major and the coursework required for University Studies, the student will take general elective courses. A student in consultation with a departmental adviser, should select a sufficient number of electives so that the total amount of credit equals the 120 hours required for graduation. Electives may be selected from the total catalog of courses, provided the student meets the prerequisites for the course and has the approval of an adviser. From these courses, a student might concentrate in a specific field of study, or might elect additional specialized professional courses in Elementary Education, Home Economics, Psychology, and Special Education. If a student elects to concentrate in a specific field of study, the student may take a minor or second major by following the appropriate program requirements as stated in this catalog.

MINOR IN EARLY CHILDHOOD EDUCATION

This minor is restricted to students who are Elementary Education and Home Economics Education majors.

- Required courses (number of hours, not to exceed 28, will depend on the student's major field and electives) selected from each of the following seven areas as part of the entitlement program leading to certification: early childhood (below 6 yrs).

1. 3 hours in Child Growth and Development selected from C&I 210; HEC 114 and 250, or 307 (Note: Both HEC 114 and 250 must be taken to fulfill the requirement). Elementary Education majors who have had C&I 250, 251, and 252 are excused from this requirement.
2. 3 hours in History and Philosophy of Early Childhood Education, EAF 331.
3. 6 hours in Types of Instructional Methods and Management selected from 300, 301; HEC 308.

4. 2 to 4 hours in Health and Nutrition for the Young Child selected from HEC 106, 116 or 314.
5. 3 hours in Child, Family, and Community Relationships selected from SED 363; HEC 231.
6. 5 to 8 hours of Practicum in a Pre-School Program in either C&I 263, or 399 (5 to 8 hours) in the above departments.
7. Students must also complete one course in each of the following areas: a. Survey of Exceptional Children, SED 145; PSY 346; b. Development of Language in Young Children, PAS 115, 320; c. Early Childhood Assessment; SED 389 (Educational Assessment of the Young Handicapped Child), 410; d. Elementary School Curriculum and Organization (or Early Childhood Curriculum and Organization) C&I 301, 405, 488; HEC 308.

Elementary Education Program

Degrees Offered: B.A., B.S., B.S. in Ed.

Admission to Elementary Education Usually, more students desire to begin the Elementary Education Program than can be accommodated during any given semester. Therefore, students are admitted on a selective basis. Specific information on admission policies and practices is available from the Coordinator of the Elementary Education Program in the Department of Curriculum and Instruction.

COMPREHENSIVE ELEMENTARY EDUCATION MAJOR

The Core Program:

- 52 hours required. Part of entitlement program leading to certification: elementary K-9.
- Required courses: C&I 103, 250, 251, 252, 253; EAF 228 or 231 or 235.

Competency in Basic Skills: All students are required to pass Basic Skills Competency Examinations. (See coordinator of Elementary Education for specific details.) The student must take C&I 103, the semester prior to entry into CORE I or, for transfer students, concurrently with CORE I. The purpose of the course is to acquaint the student with the personal qualifications and academic requirements necessary for teaching. It will acquaint students with the academic policies and procedures of the University and assist them in making basic course selections to satisfy University Studies requirements, general education certification requirements, and major requirements in professional education. The Basic Skills Competency Examinations also will be administered in this course. The formal coursework is taken through the CORE units.

This work is ordinarily started during the second semester of the sophomore year or the first semester of the junior year. Each CORE unit is 12-14 hours of course work, and lasts for a semester. A CORE is a unified program of course work and classroom experiences taught by a team of Elementary Education teachers and instructors from other departments and represents three major curriculum areas: CORE I — the Arts, CORE II — Communication Skills, and CORE III — the Natural and Social Sciences. The student enrolls for these in sequence. Each CORE covers: (1) a common content, such as the arts; (2) knowledge about the physical, cognitive, social and creative development of children; (3) knowledge about the school curriculum and organization; and (4) direct teaching experience with children. The final semester is spent off campus in a Clinical

Center. This provides a wide variety of direct experience with children and adults in various socio-economic and ethnic groupings. With one exception all major work is contained within the CORE units, but the students will be assisted in planning other coursework to fulfill the various degree requirements. The course requirement not contained in the CORE is EAF 228 or 231 or 235.

Electives in Elementary Education: In addition to the courses required for the major in the CORE Program and the course work required in University Studies, the student will have general elective courses from which to choose. A student, in consultation with a departmental adviser, should select a sufficient number of electives so that the total amount of credit equals the requirements for graduation. Electives may be selected from the total catalog of courses provided the student meets the prerequisites for the course and has the approval of an adviser. From these courses, a student might concentrate in a specific field of study. If a student elects to concentrate in a specific field of study, the student may take a minor or second major by following the appropriate program requirements as stated in this catalog.

Bilingual/Bicultural Education: An Elementary Education major who completes the requirements for a B.S., B.A., or B.S. in Education degree and who completes the required courses listed below may be certified as an elementary school teacher with bilingual/bicultural endorsement. In addition to the CORE sequence in Elementary Education, other required courses include:

- Three courses selected from C&I 334, 389 (Methods of Teaching Reading to Bilinguals), 389 (Multilingualism in the School Setting), 389 (Bilingual Program: Design and Implementation)
- ENG 243 and two courses selected from ENG 290, 341, and 344.
- FOR (Spanish) 189 (Chicano Studies) and three courses selected from FOR (Spanish) 218, 304, 385, and 389 (Spoken Regional Spanish).
- One HIS course selected from HIS 254, 261, 262, and 371.
- SAS 180.

Additional courses in Spanish may be needed in order to obtain the required degree of bilingualism. Students also are required to take 6 hours in C&I 218 (Internship in Bilingual Education). The Elementary Education major who desires an endorsement should consult the Coordinator of the Bilingual/Bicultural Education Program in the Department of Curriculum and Instruction for assistance in planning a program to meet the above requirements.

Junior High/Middle School Education Program

Degrees Offered: B.A., B.S., B.S. in Ed.

COMPREHENSIVE JUNIOR HIGH/MIDDLE SCHOOL EDUCATION MAJOR

Professional Requirements:

- 30 hours in Professional Education required. Part of entitlement program leading to certification: Elementary K-9.
- Required courses: C&I 130, 131, 132, 233, 333, 390, 395, 399 (8 hours of Student Teaching); EAF 228 or 231 or 235; SED 306.

Program Requirements: These requirements may, in very large part, be met by course work taken for University

Studies and to meet certification requirements falling under General Education.

- Language Arts (9 hrs.): ENG 101; COM 110; ENG 145 or 247.
- Humanities (8 hrs.) chosen from: art, music, philosophy, languages and must include 1 hr. in art and 1 hr. in music.
- Natural Science (7 hrs.) to be chosen from: botany, zoology, chemistry, physics, geology, general science, biology, physiology, physical geography.
- Mathematics (5 hrs.).
- Social and Behavioral Sciences (12 hrs.): PSY 111; POS 105 or US history plus constitution test; 6 hrs. chosen from history, political science, sociology, economics, cultural geography.
- Health and Physical Education (4 hrs.): BSC 145; HPR 180.
- Applied Sciences (4 hrs.): HEC or IT.

Specialization Requirements:

- Appropriate preparation in one or more areas of teaching specialization listed below is required.

The major in Junior High/Middle School Education, a program of professional development for those who wish to teach at the junior high/middle school level of education, consists of three broad areas of preparation. These are: General Education, requirements for certification which are listed in the section on Teacher Education; Professional Education, requirements which are listed above; and Teaching Specialization requirements, the character of which are described below. As the student completes the General Education Teaching Specialization requirements, he/she should simultaneously meet the University Studies requirements listed elsewhere in this catalog. Upon satisfactorily completing this program, the student will meet the State of Illinois requirements for Elementary certification (K-9). In addition, graduates may qualify for the Standard High School Certificate (6-12).

An adviser in the Department of Curriculum and Instruction will assist the major in planning coursework in behalf of one or more areas of teaching specialization. The individual may prepare for teaching in any of the typical subject areas of the junior high/middle school. Designed consistent with the instructional needs of junior high/middle school teachers, the areas of teaching specialization from which the major may choose include: language arts-reading, social studies-reading, language arts-social studies, science, mathematics, physical education, health, home economics, industrial arts, art, music, reading. Work in the language arts-reading, social studies-reading, language arts-social studies, and science areas will range from 30 to 38 hours. In all other fields, preparation will consist of 20 to 27 semester hours' work, depending on whether the given field is the student's first or second area of specialization. Unlike preparation for senior high school teaching, the junior high/middle school demands broad preparation across the several disciplines that constitute a subject area at this level. To meet these broad field demands in their selected teaching areas, pre-service teachers in the Illinois State program are guided through coursework that is specifically attuned to the curriculum requirements of the junior high/middle school. Under advisement, a student may take a minor or second major by following the appropriate program requirements as stated in this catalog. A primary feature of the Junior High/Middle School Program is the experience that the pre-service teacher gains in working with early adolescent youth in the school environment. Simultaneously with the coursework in the categories described above, the student in the program engages in a variety of clinical experiences working with pupils in area

junior high/middle schools. In fulfilling its strong commitment to early adolescent education, Illinois State University—one of only two universities in the State with programs for the special preparation of teachers for the junior high/middle school—works closely with these schools to provide maximal opportunities for majors in the development of teacher-pupil interaction skills. The prescribed and voluntary internship activity aids the student in making the transition from pre-service to in-service teaching much more effectively and expeditiously. This activity and the other features of this specialized program combine to provide a comprehensive and thorough undergraduate program for teachers as specialists at a school level where few exist.

Certification standards and standards for school recognition by the Illinois State Board of Education relating to the qualifications of teachers as well as those for member schools of the North Central Association are met and considerably exceeded by graduates of the Junior High/Middle School Teacher Education Program at ISU.

Curriculum and Instruction Courses

103 INTRODUCTION TO ELEMENTARY EDUCATION 1 F.S

Elementary education teaching maj only. Course is offered on a credit/no credit basis only.

Personal qualifications, attitudes, and academic requirements for teaching are examined. Basic skills competency examinations are included.

110 INTRODUCTION TO MULTICULTURAL EDUCATION 3 US-7 F.S. Summer

Exploring the theories and processes for understanding and working with culturally diverse groups in educational settings and the implications for programming at all levels.

130 INTRODUCTION TO EARLY ADOLESCENT EDUCATION 1 F.S

Incl Clin Exp.

Develops the distinctive role of early adolescent education in the public school, contrasted with elementary and senior high school education.

131 THE EARLY ADOLESCENT IN THE SCHOOLS 1 F.S

C&I 130 or conc reg req. Incl Clin Exp.

Provides the pre-service teacher of early adolescent youth with an understanding of the unique characteristics of junior high/middle school pupils. A practicum experience is required.

132 THE TEACHER IN THE JUNIOR HIGH/ MIDDLE SCHOOL 1 F.S

C&I 130, 131, or conc reg req. Incl Clin Exp.

Provides an overview of the unique roles and responsibilities of the teacher of early adolescents in a classroom setting.

200 PROFESSIONAL SEQUENCE 1-8 F.S

C&I 210 or PSY 215 (grade of C or better req) or conc reg req. Incl Clin Exp. This sequence combines the elements of and is comparable to content of the courses C&I 215, C&I 216, and SED 218. Two options are available in the program. Students, with C&I secondary faculty consent, may enroll in C&I 200 and work independently. Grading for this option is

Credit/No Credit. As a second option, the Sequence is broken into class segments of 200.01, 200.02, (comparable to C&U 216) 200.03, (comparable to C&I 215) and 200.04 (comparable to SED 218). The first three (200.01, 200.02 200.03) must be taken sequentially. The segment 200.04 may be taken at any stage of the program. **Grading for the second option is on an A-F system.** With either option, students must complete 6 hrs. of identified sections prior to or concurrently with the departmental methods courses. Students who do not complete all professional sequence work within a period of six academic semesters (excluding summers) may be required to demonstrate the competencies required in the current sequence program.

Basic principles and techniques of teaching, developmental and remedial aspects of high school reading and organization and administration of American public education, including topics related to mainstreaming and multicultural education.

210 CHILD GROWTH AND DEVELOPMENT 3 F.S

PSY 111 req. Not for credit if in Elementary Education Core program. Not for credit if had PSY 112. Incl Clin Exp.

Physical, social, emotional and mental development of the child from conception through adolescence; methods of studying children and their behavior.

215 AMERICAN PUBLIC EDUCATION 2 F.S
C&I 200 (4 hrs.) or 200.01 (2 hrs; grade of C or better req.) and 200.02 (2 hrs; grade of C or better req.) or C&I 216 (4 hrs; grade of C or better req.). Incl Clin Exp.

Organization and administration of American public education — federal, state, county, and local, as well as topics related to mainstreaming and multicultural education.

216 SECONDARY EDUCATION 4 F.S
C&I 210 or PSY 215 (grade of C or better req) or conc reg req. Incl Clin Exp.

Basic principles and techniques of teaching; learning goals and their function, subject matter, assignment procedures, selection and use of various teaching aids, practice in unit and daily planning, guidance and discipline, using community resources, teacher-student planning, small-group techniques, procedures for evaluating and reporting results, and topics in mainstreaming and multicultural education.

218 PRE-STUDENT TEACHING IN BILINGUAL EDUCATION: ENGLISH AND SPANISH 3-6 F.S

Cons inst and prgrm adviser req.

Field experience in bilingual-bicultural education at the elementary school level. Each trainee is placed in a bilingual classroom.

232 EDUCATION IN THE INNER CITY: AN INTRODUCTION 3 F.S

Social, economic, and cultural forces that contribute to deprivation in urban areas; their specific relationship to education. Activities within the local community emphasized.

233 THE JUNIOR HIGH/MIDDLE SCHOOL IN AMERICAN EDUCATION 1 F.S

C&I 130, 131, 132, or conc reg req. Incl Clin Exp.

Survey of organizational structure of American public education and provisions for early adolescent education; teacher certification and qualifications; teacher supply and demand at this level.

250 CORE I - THE ARTS 14 F.S
Elementary education teaching maj only. Overall GPA of 2.0 and 40 credit hours req. (See program coordinator for specific details about Basic Skills Competency Examinations). Incl Clin Exp. Materials charge optional.

Modern programs, materials, and techniques of teaching art (3 hrs.); creative drama (3 hrs.); music (3 hrs.); and physical education (2 hrs.) in elementary school. Child growth (2 hrs.) and curriculum (1 hr.).

251 CORE II - COMMUNICATION SKILLS 12 F.S

C&I 250 req. Overall GPA of 2.2 and a C or better in ENG 101 and COM 110 req. (See program coordinator for specific details about Basic Skills Competency Examinations.) Incl Clin Exp. Materials charge optional.

Modern programs, materials, techniques of teaching reading (3 hrs.); language arts (3 hrs.); and children's literature (2 hrs.), in elementary school. Child growth (1 hr.), curriculum (2 hrs.), and measurement (1 hr.).

252 CORE III - NATURAL AND SOCIAL SCIENCES 12 F.S

C&I 251 req. Overall and major GPA of 2.2 and Admission to Teacher Education req. Incl Clin Exp. Materials charge optional.

Modern programs, materials, and techniques of teaching mathematics (3 hrs.); science (3 hrs.); and social studies (3 hrs.) in elementary school. Curriculum (1 hr.) and measurement (2 hrs.).

253 CORE IV - THE CLINICAL CENTER PRACTICUM 10 F.S

C&I 252 req.

Participation in a partnership among Illinois State University, public school districts, the teaching profession and child-related community agencies. Supervised clinical experiences meet state certification requirement for student teaching.

260 CORE I - THE ARTS IN EARLY CHILDHOOD EDUCATION 9 S

Early Childhood Education Major only. Overall GPA of 2.0 and 40 credit hours req. Incl Clin Exp. Materials charge optional.

Modern programs, materials, techniques of teaching art, creative drama and music in ECE programs. Child growth and assessment.

261 CORE II - COMMUNICATION SKILLS IN EARLY CHILDHOOD EDUCATION 9 S

C&I 260 req. Incl Clin Exp. Materials charge optional.

Modern programs, materials, techniques of teaching pre-reading, language arts and literature in ECE programs. Child growth, assessment, and curriculum.

262 CORE III - NATURAL AND SOCIAL SCIENCES IN EARLY CHILDHOOD EDUCATION 9 S

C&I 261 req. Incl Clin Exp. Materials charge optional.

Modern programs, materials and techniques of teaching mathematics, science and social studies in ECE programs. Child growth, assessment and curriculum.

263 CORE IV - THE CLINICAL CENTER PRACTICUM 6 S

C&I 262 req.

Participation in a partnership among Illinois State University, ECE programs, the teaching profession and child-

related community agencies. Supervised clinical experiences meet state certification requirement for student teaching.

270 PRIMARY CURRICULUM 4 F.S
SED 220 or conc reg req. Incl Clin Exp. Not for credit if in Elementary Education Core Program.

Historical development of elementary curriculum, organizational patterns of elementary schools, classrooms, and instructional groups. Skill development in teacher planning and approaches to classroom management and teaching strategies and materials especially in language arts and social studies.

280 MIDDLE GRADE CURRICULUM 4 F.S
SED 220 or conc reg req. Incl Clin Exp. Not for credit if in Elementary Education Core Program.

Methods and materials in intermediate grades; language arts; arithmetic, science and social studies; instructional problems for teachers; selection, organization, and use of curriculum materials; the unified program of activities; pupil appraisal.

292 KINDERGARTEN EDUCATION 3 F.S
C&I 210 and 270 or 280 or 390 or 251 req. Incl Clin Exp.

Principles and practices of planning, teaching, and evaluating kindergarten programs.

295 SENIOR SEMINAR IN ELEMENTARY EDUCATION 3 F.S
C&I 270 or 280 or 390 req. Not for credit if in Elementary Education Core Program. One section may be designated for post-field based SED maj only. Formerly C&I 298.

Seminar focuses on developing professional articulation for education students of senior standing who plan to seek employment in the near future. Topics covered include: school and society, the employable teacher, parent oriented concerns, law and finance for classroom teachers as well as those of concern to participants. Emphasis is placed upon preparing the student for entry into the job market.

300 EDUCATION ROLE OF PLAY IN EARLY CHILDHOOD 3 S
Incl Clin Exp.

Emphasizes the process of play and its relationship to personal and cognitive development during the first eight years of life. Historical and current theories of play.

301 PREKINDERGARTEN EDUCATION - PRINCIPLES AND PRACTICES 3 F
Incl Clin Exp.

Principles and practices of planning, teaching, and evaluating prekindergarten programs. Emphasizes living-learning experiences, activities, materials, and equipment appropriate for children in prekindergarten environments.

311 TEACHING IN URBAN SCHOOLS 3 F.S
Incl Clin Exp.

Processes and effects of urbanization on students; adaptation of curriculum materials, techniques, procedures, and practices for teaching in urban schools.

312 URBAN FIELD EXPERIENCE 3 or 6 F.S

An off-campus, community-based experience in urban schools, local community agencies and state and private institutions serving youth.

317 DIAGNOSTIC TEACHING TECHNIQUES IN ELEMENTARY READING AND LANGUAGE ARTS 4 F.S
C&I 251, conc reg in C&I 253 req. Incl Clin Exp. Not for grad credit. Offered only at Clin Ctr sites.

Extending, interpreting, and applying reading and language arts principles and skills. Experiences with individual pupils and groups provided.

318 SCHOOL/COMMUNITY INVOLVEMENT 2-6

Conc reg in C&I 253 req. Incl Clin Exp.

Involvement with community programs and schools. Student assumes the role of a volunteer participant under the guidance and supervision of a professor and a designated agency or school representative.

332 EDUCATION IN THE INNER CITY 3 F.S

C&I 270 or 280 or 390 or appropriate portion of C&I 200 req. Field trips. Incl Clin Exp.

Problems of educating students living in inner city. Student characteristics, needed teacher skills and attitudes, instructional materials, techniques, school and community programs.

333 JUNIOR HIGH/MIDDLE SCHOOL 3 F.S

Formerly THE JUNIOR HIGH SCHOOL.

Philosophy, functions, curricula of early adolescent education as implemented in junior high/middle schools. Relationships between pupils' developmental characteristics, needs, and behaviors and development of school programs. Problems, issues, evaluation and accreditation of junior high/middle schools.

334 DEVELOPMENT AND CURRENT STATUS OF BILINGUAL MULTICULTURAL EDUCATION IN THE UNITED STATES 3 F.S

Cons inst and prgrm adviser req.

Study of development of past and present approaches toward bilingualism and cultural diversity in United States education.

354 DEMONSTRATION TECHNIQUES IN ELEMENTARY SCHOOL SCIENCE 2 S

C&I 252 or cons inst req.

Basic theory, rationale, and principles of effective demonstration science teaching in elementary school science. Includes analysis, synthesis, and utilization of both commercial and individually constructed demonstration apparatus and materials. Students will develop and use demonstration materials.

355 ALTERNATIVES IN EDUCATION 3 S

Study of the various types of alternatives both within and outside the public schools, and within urban and non-urban communities.

390 JUNIOR HIGH/MIDDLE SCHOOL CURRICULUM 3 F.S

SED 306 and C&I 333 or conc reg req. Incl Clin Exp. Formerly C&I 290.

Methods and materials for teaching-learning experiences at this school level; instructional strategies; classroom management; guidance techniques; and pupil evaluation.

395 CURRICULAR DESIGNS, EVALUATION AND PROBLEMS IN EARLY ADOLESCENT EDUCATION 3 F.S

Study of curriculum designs, principles of curriculum development, and problems encountered by practitioners in early adolescent education.

398 PROFESSIONAL PRACTICE: SCHOOL/COMMUNITY INVOLVEMENT 2-6

EDUCATIONAL ADMINISTRATION AND FOUNDATIONS (EAF)

331 DeGarmo Hall

Chairperson: Clayton F. Thomas.

Faculty: Professors: Bunke, Chambers, Halinski, Hickrod, Hubbard, Laymon, McCarthy, McGrath, Sabine, Sherman, Thomas. Associate Professors: Brickell, Franklin, Hines, Jabker, Jackson, Lovell, Lynn, Riegle, Stern. Assistant Professors: Elsele, Murphey, Nelson.

Educational Administration and Foundations Courses

The Department of Educational Administration and Foundations offers courses at the undergraduate level to facilitate teacher education programs as well as areas of specialization. For a complete description of the department's graduate program and offerings, consult the *Graduate Catalog*.

228 SOCIAL FOUNDATIONS 3 F.S

Formerly C&I 228.

Education as a social process and function, social origins of contemporary educational problems.

231 INTRODUCTION TO PHILOSOPHY OF EDUCATION 3 F.S

Formerly C&I 231.

Philosophical inquiry into education problems, the nature of the educative process, and its institutionalization.

235 HISTORICAL FOUNDATIONS 3 F.S

Formerly C&I 235.

Inquiry into the historical roots of American public schooling.

270 MEASUREMENT AND EVALUATION IN EDUCATION 3 F.S

Formerly C&I 387.

Development, use and improvement of standardized and teacher-made tests and self-rating devices. Interpretation and use of test results. Appropriate for all prospective teachers.

278 SCHOOL LAW FOR TEACHERS 1-3 S

Jr or Sr standing, or cons inst req. The course is divided into 3 one-hour segments that may be taken separately or concurrently in any combination. Students will register for each segment separately and receive one hour for each. Max 3 hrs.

Introduction to legal foundations of public schools. Segment .01: legal influences on teachers, students, and boards. Segment .02: financing education and the Illinois systems of school finance. Segment .03: tort liability and labor management relations in schools.

326 SELECTED TOPICS IN THE PHILOSOPHY OF EDUCATION 1-3 S

EAF 231 or upper level PHI crse or cons inst req. May be repeated. Formerly C&I 326.

331 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION 3 F.S

C&I 300 or 301 req. Formerly C&I 331.

Emphasis given to major events and theories having an impact on Early Childhood Education in its contemporary form.

SPECIALIZED EDUCATIONAL DEVELOPMENT (SED)

109 Fairchild Hall

Chairperson: Ray E. Eiben.

Faculty: Professors: Bauer, Bommarito, Bowen, Bowren, Caldwell, Eiben, Ewing, Greif, Hadden, Hemenway, Huser, Livers, Meyering, Miller, Milliren, Phelps, Price, Rex, Stearns. Associate Professors: Amerson, Baker, Birkenholz, Jones, Michaelis, Morreau, Tucker. Assistant Professors: Beckman, Bruyere, Coe, Foltz, Francis, Gray, Hastings, Jackson, Mack, McAnally, Noyes, O'Connor, Rittenhouse, Rock, Smith, Stephens, Terry. Instructors: Buscher, Carney, Cummings, Fatten, Gottlieb, Groves, Hug, Jarrett, Klass, Landberg, Lederman, Leisch, Marquis, Otto, Quill, Scarborough, Senti, Sessions, Sheridan, Simmons, Watts, Webster, Weddig, Welter.

Special Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

Admission to Special Education Programs: Since more students desire admission to Special Education programs than can be accommodated, students are admitted on a selective basis. Specific information on admissions policies and practices is available from the Department of Specialized Educational Development. While students may be admitted as Special Education majors, they must also be admitted to one of the sequences specified below.

Professional Requirements Applicable to All Special Education Programs: All students in Special Education complete 29 to 44 hours in Professional Requirements, that are specified for each sequence below, in addition to the requirements for their specific sequence. Students in SED 399 (Student Teaching) receive 15-16 hours of credit dependent upon the Special Education Sequence in which they are enrolled. To be eligible to enroll in SED 321, 322, 345, 346, 349, 351, 354, 355, 359, 371, 373, and 385, a student must have a cumulative GPA of 2.2.

COMPREHENSIVE SPECIAL EDUCATION MAJOR

Learning and Behaviorally Disordered Sequence: Sequence Requirements: 51 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; BSC 181, 182; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; at least 5 hours of MAT electives; MUS 371; PSY 347; SAS 323; PAS 115; SED 301, 321, 322. Professional requirements: 44 hours including C&I 210 or PSY 112; C&I 270 or 280 or 390 or 216; C&I 295 or SED 380; EAF 231 or 228 or 235; PSY 232, 334, 346; SED 145, 220, 399 (16 hours). Of the 16 hours of SED 399 required in this sequence, one experience must be at the elementary level, and one experience must be at the junior high/secondary level.

Deaf and Hard of Hearing Sequence: Sequence Requirements: 47 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101; BSC 181, 182; ENG 170 or COM 306 or 307; ENG 241 or 243 or 341; SED 330, 353, 354, 355, 359; PAS 311, 350, 351, 372. Professional Requirements: 40 hours including C&I 210, 270 or 280 or 390; EAF 231 or 228 or 235; PSY 232, 334, 346; SED 145, 220, 399 (15 hours).

hours). Of the 15 hours of SED 399 required in this sequence, one experience must be at the elementary level, and one experience must be at the junior high/secondary level.

Mentally Handicapped, Educable Sequence: Sequence Requirements: 44 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; BSC 181, 182; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 301, 343, 346; PAS 115. Professional Requirements: 44 hours including C&I 210, 270 or 280 or 390, 295; EAF 228, 231 or 235; PSY 232, 334, 346; SED 145, 220, 399 (16 hours). Of the 16 hours of SED 399 required in this sequence, one experience must be at the elementary level, and one experience must be at the junior high/secondary level.

Mentally Handicapped, Trainable Sequence: Sequence Requirements: 36 hours required in addition to Professional Education requirements. Part of entitlement program leading to certification: Special K-12. Required courses: SED 145, 245, 313, 314, 315, 343, 344, 370, 373, 380; HPR 382; at least 5 hours fine arts education electives to be selected from HPR 162; ART 207, 351; MUS 294, 371 or THE 280; MAT 151 and 203. University studies program must include at least 7 hours of science courses that include laboratory work and PAS 115. Professional Requirements: 29 hours including C&I 210 or PSY 112; SED 345, 372; EAF 228, 231 or 235; SED 399 (16 hours), 8 hours in each of two different programs. Successful completion of the following courses required before student teaching: SED 145, 245, 343, 344, 345, 372; C&I 210 or PSY 112. *With the discontinuation of the Severely and Profoundly Handicapped Sequence, subject to Board of Regents approval, a concentration in this area is available with the approval of a faculty adviser in the Department of Specialized Educational Development.*

Physically Handicapped Sequence: Sequence Requirements: 38 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; BSC 181, 182, 381; SED 385; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 245, 301, 349; PAS 115. Professional Requirements: 44 hours including C&I 210, 270 or 280 or 390, 295; EAF 231 or 228 or 235; PSY 232, 334, 346; SED 145, 220, 399 (16 hours). Of the 16 hours in SED 399 required in this sequence, one experience must be at the elementary level, and one experience must be at the junior high/secondary level.

Severely and Profoundly Handicapped Sequence: *This sequence is no longer offered and will be removed from forthcoming catalogs with the approval of the Board of Regents. Students interested in this area may elect a concentration in the Mentally Handicapped Trainable Sequence with the approval of a faculty adviser in the Department of Specialized Educational Development.* Sequence Requirements: 44 hours required in addition to Professional Requirements. The State of Illinois does not currently issue a certificate for teachers of the severely and profoundly handicapped, therefore, this sequence does not lead to a University recommendation for certification. Required courses: ART 207; BSC 181, 182; HPR 349, 382 or 383; MUS 190; PSY 111; SED 245, 343, 370, 371, 372; PAS 115. Professional Requirements: 34 hours including PSY 112 or C&I 210; EAF 228 or 231 or 235; PSY 334; SED 145, 220, 345, 399 (16 hours).

Visually Handicapped Sequence: Sequence Requirements: 64 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; BSC 181,

182, 382; BEA 112 or Proficiency Examination; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 245, 301, 350, 351, 352, 356, 357; PAS 115. Professional Requirements: 44 hours including C&I 210, 270 or 280 or 390, 295; EAF 231 or 228 or 235; PSY 232, 334, 346; SED 145, 220, 399 (16 hours). Of the 16 hours in SED 399 in this sequence, the experience must be at both the elementary and the junior high/secondary level.

MINOR IN READING EDUCATION

— 24 hours required, including 12 hours in reading, 3 hours in measurement, and 9 hours of directed electives.

Note: 12 hours in reading in categories designated by the State of Illinois, a literature course appropriate to the teaching level, and an additional approved reading course must be completed to meet the requirements of the Illinois State Board of Education Document Number One.

— Required courses:

Reading (12 hours) including 3 hours selected from C&I 200, 251, and SED 218, 220; 6 hours selected from C&I 317; SED 301, 302, 303, 304, 305, 306, and 308.

Measurement (3 hours) selected from C&I 250-251-252; EAF 270; PSY 334.

Directed electives (9 hours) including 3 hours selected from C&I 210, 250-251-252; PSY 112, 215; 3 hours selected from ENG 241, 243, 245, 310, or 341; and an additional 3 hours selected by student with approval of faculty adviser from any of above listed courses.

Specialized Educational Development Courses

109 HELPING RELATIONSHIPS 3

Formerly C&I 109.

Development of human relations skills used in interpersonal communication, includes 2 hours lecture and 2 hours laboratory.

145 INTRODUCTION TO SPECIAL EDUCATION 3

Incl Clin Exp.

Provides survey of all areas in special education as related to handicapped individuals.

218 SECONDARY-SCHOOL READING 2

PSY 215 or C&I 210 req. Not for credit if reg in C&I 200.04. Incl Clin Exp. Formerly C&I 218.

Developmental and remedial aspects of high school reading for senior and junior high school teachers, supervisors, and administrators.

220 READING METHODS 3

C&I 210 or PSY 215 req. Not for credit if in Elementary Education Core Program. Formerly C&I 220.

Instruction in, observation of, use of materials and techniques in teaching word recognition (including phonics), comprehension, and critical reading.

245 FIELD WORK IN SPECIAL EDUCATION 1-6

Cons inst and dept chrpn req. May be repeated. Inc. Clin Exp.

Supervised clinical experiences in special education programs in day schools, clinical facilities, community agencies, residential institutions. May include off-campus clinical experiences. Students responsible for transportation to clinical sites.

301 LABORATORY READING METHODS 3 F.S

SED 145 and 220 or cons dept chrpn req. Three double periods per week. Incl Clin Exp.

Supervised clinical experiences in the diagnosis and instruction for special cases of severe reading disability. May include off-campus clinical experiences. Students responsible for transportation to clinical sites.

302 ADVANCED READING METHODS 3 F.S

SED 220 or C&I 251 or cons inst req. Formerly C&I 307.

Practical problems using group evaluation. Techniques in selecting reading materials in elementary classrooms. Integrates reading with skill development activities.

303 PRACTICUM IN UNIVERSITY READING STUDY CENTER 3 F.S

SED 218 or reading portion of C&I 200 or SED 302 and cons inst req. Six hours each week. Incl Clin Exp. Formerly C&I 303.

Observation and participation to provide skills necessary for working in a reading-study center in high school, junior college and senior college.

304 READING-DEVELOPMENT: EARLY ELEMENTARY 3 F.S

C&I 251 or SED 220 or 306 req. Formerly C&I 350.

READING-DEVELOPMENT: EARLY ELEMENTARY.

Extension and integration of the concepts and skills utilized in teaching reading and other subjects in the early elementary years.

305 PRE-FIRST GRADE READINESS FOR READING 3 F.S

Core II or cons inst req. Incl Clin Exp.

This course enables the student to present pre-reading and beginning reading skills to pre-first grade children. A practicum experience is provided.

306 READING DEVELOPMENT FOR EARLY ADOLESCENCE 3 F.S

One section may be designated for Junior High/ Middle School maj only. Incl Clin Exp. Formerly C&I 306.

Provides the junior high/middle school person with knowledge, skills, and abilities to work with the developmental reading growth of early adolescents. A practicum experience is provided.

308 TEACHING ADULTS TO READ 3 S

One course in teaching of reading. Incl Clin Exp. Formerly C&I 308.

Nature and needs of the population of reading programs for adults. Goals, techniques, content, and materials.

312 SELECTION OF INSTRUCTIONAL MATERIALS FOR THE HANDICAPPED LEARNER 3

Adaption of instructional material from one medium to another and choice of media appropriate for the handicapped pupil.

313 SPECIAL ADAPTATIONS FOR INDIVIDUALS WITH VISUAL DISABILITIES 1 F.S

Not for credit to students specializing in Visually Handicapped. Incl Clin Exp.

Implications of visual disabilities for the individual in educational, travel, vocational and other settings.

314 SPECIAL ADAPTATIONS FOR INDIVIDUALS WITH PHYSICAL DISABILITIES 1 F.S

Not for credit to students specializing in Physically Handicapped. Incl Clin Exp.

Implications of physical disabilities for the individual in educational, travel, vocational and other settings.

315 SPECIAL ADAPTATIONS FOR INDIVIDUALS WITH HEARING DISABILITIES 1 F.S

Not for credit to students specializing in Hearing Disabilities. Incl Clin Exp.

Implications of hearing disabilities for the individual in educational, travel, vocational and other settings.

321 EDUCATIONAL ASSESSMENT OF THE LEARNING AND BEHAVIORALLY DISORDERED 5 F.S

Maj only or cons of dept chrpn req. Incl Clin Exp. Formerly SED 361.

Generation, analysis, synthesis, and application of data in planning educational programs for the learning/ behaviorally disordered.

322 EDUCATION OF THE LEARNING AND BEHAVIORALLY DISORDERED 5 F.S

SED 321 or conc reg req. Maj only or cons dept chrpn. Incl Clin Exp. Students responsible for transportation to clinical sites.

Development and delivery of educational programs and methods for individuals identified as learning or behaviorally disordered.

330 THE LANGUAGE OF SIGNS AND FINGERSPELLING 2 F.S

SED 145 or cons dept chrpn req. Laboratory required.

Beginning course in developing expressive and receptive skills in sign language and fingerspelling.

331 AMERICAN SIGN LANGUAGE 2 F.S

SED 330 req.

Advanced course in American Sign Language including conversational sign and sign linguistics.

343 MENTAL RETARDATION 3 F.S

Formerly PSY 348.

Medical, psychological and sociological characteristics and behavior of the mentally retarded. Methods of classification, causes and rehabilitative aspects.

344 CURRICULUM FOR THE TRAINABLE MENTALLY HANDICAPPED 3 F.S

SED 343 req.

Analysis of curricular approaches, areas and levels as related to characteristics and needs of trainable mentally handicapped individuals.

345 EDUCATION OF THE TRAINABLE MENTALLY HANDICAPPED 4 F.S

SED 343 and 344 or conc reg req. Includes off-campus clinical experiences. Students responsible for transportation to clinical sites.

Classroom organization strategies, teaching methods and materials for curriculum content areas across the psychosocial, applied and cognitive domains for TMH individuals from birth through adulthood.

346 EDUCATION OF THE EDUCABLE MENTALLY HANDICAPPED 4 F.S

SED 343 or cons dept chrpn req. Incl Clin Exp. Students responsible for transportation to clinical sites.

Objectives, curriculum, and methods for educable mentally handicapped.

349 EDUCATION OF PHYSICALLY HANDICAPPED 2 F.S

SED 385 or cons dept chrpn req. Incl Clin Exp. Conc reg in SED 245.01.

Educational programs for crippled and other health impaired children. Fieldwork in Physically Handicapped.

350 INTRODUCTION TO VISUAL HANDICAPS 3 F.S

SED 145 or cons dept chrpn req. Incl Clin Exp.

Nature and needs of the visually handicapped, infants to adults.

351 EDUCATION OF THE VISUALLY HANDICAPPED 3 F.S

SED 350 and 356, or cons dept chrpn req. Incl Clin Exp.

Students responsible for transportation to clinical sites.

352 BRAILLE READING AND WRITING I 3 F.S

BEA 112 or proficiency in typing, or cons dept chrpn req.

353 EDUCATION OF THE DEAF 2 F.S

SED 145 or cons dept chrpn req. Incl Clin Exp.

Psychological, social, historical and educational problems relating to education of the hearing impaired.

354 THE TEACHING OF SPEECH TO THE DEAF 4 F.S

SED 355, PAS 311 or cons dept chrpn req. Incl Clin Exp.

Principles and techniques of developing and teaching speech to hearing impaired students at all school levels.

355 THE TEACHING OF LANGUAGE TO THE DEAF 4 F.S

SED 330, 353 or cons dept chrpn req. Incl Clin Exp.

Principles and techniques of teaching language to hearing impaired students at all school levels.

356 BRAILLE READING AND WRITING II 3 F.S

SED 352 req.

Designed to develop mastery of the braille mathematic code and materials format code.

357 ORIENTATION AND MOBILITY FOR CLASSROOM TEACHERS 2 F.S

Formerly SED 360.

Practicum in basic daily living skills and rudimentary mobility techniques.

359 THE TEACHING OF READING AND SCHOOL SUBJECTS TO THE DEAF 4 F.S

SED 355 req. Incl Clin Exp.

Teaching reading and other core subjects to hearing impaired students at all school levels.

360 FOUNDATIONS OF SCHOOL COUNSELING 3 F.S

Formerly C&I 360: PRINCIPLES OF GUIDANCE.

Backgrounds, philosophy, and services in school counseling programs. Appraisal, informational and counseling services. Role of the classroom teacher, organization of counseling activities.

361 STUDENT PERSONNEL WORK IN HIGHER EDUCATION 3 F.S

Formerly C&I 361.

Fundamental concepts, organization, and administration of higher education student personnel work. The student personnel worker as a facilitator in the changing educational scene.

362 BASIC SKILLS IN COUNSELOR EDUCATION 3 F.S

Lecture and laboratory. Formerly C&I 362.

Introduction to, and laboratory practice in, the basic procedures and skills of counseling.

363 TEACHER'S ROLE IN CHILD, FAMILY, AND COMMUNITY RELATIONSHIPS 3 F.S

Formerly C&I 347.

Theories and techniques of child-management, consultation procedures, parent and family education, and parent involvement within the school and community agencies and institutions.

370 INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED 3 F.S

Procedures for determining individual behavioral needs, designing instructional sequences, implementing behavior change programs, and evaluating effects of program for disabled individuals.

371 EDUCATION OF SEVERELY AND PROFOUNDLY HANDICAPPED INDIVIDUALS 3 F.S

Incl Clin Exp.

Implementation of educational programs for severely and profoundly handicapped individuals. Observation and participation required.

372 EDUCATIONAL DIAGNOSIS OF SEVERELY AND PROFOUNDLY HANDICAPPED INDIVIDUALS 3 F.S

Application of diagnostic skills to the assessment of severely and profoundly handicapped individuals, designing individualized programs, and evaluating client progress and program effectiveness.

373 SPECIAL EDUCATIONAL INTERVENTION WITH PARENTS OF HANDICAPPED INDIVIDUALS 3 F.S

C&I 210 or PSY 112, a teaching methods course, or equivalent req. Includes off-campus clinical experiences. Students responsible for transportation to clinical sites.

Theoretical and practical aspects of providing special educational intervention to parents of handicapped learners.

380 EMPLOYMENT ANALYSIS FOR THE EXCEPTIONAL 3 F.S

Also offered as IT 307. Materials charge optional. Formerly SED 307.

Diagnosis and instruction of exceptional students who are placed in occupational education. Synthesizing employment and education for exceptional students.

385 PHYSICAL DEFECTS-SURVEY AND REHABILITATION 3 F.S

BSC 381 or HPR 282 req. Also offered as HPR 385. Lecture and laboratory. Incl Clin Exp. Formerly BSC 385.

Identification and treatment of physical defects of handicapped children; special services, equipment, and procedures for school programs.

UNIVERSITY-WIDE TEACHER EDUCATION PROGRAM REQUIREMENTS

This section of the catalog provides information needed by students in teacher education programs. Students seeking further information or clarification on information presented

here should contact the Office of Clinical Experiences and Certification Processes (CECP) or the Director of Undergraduate Instruction in the College of Education, both located in DeGarmo Hall.

Each student who completes a bachelor's degree program in an approved teacher education program, and who is recommended for certification by the Dean of the College of Education as having completed all requirements (general education, professional education, and field of study or area of specialization) is eligible for a teaching certificate and endorsement in the State of Illinois. When a student has completed all of the requirements for a degree, including a recommendation from the Dean of the College of Education, the Evaluation Office at Illinois State University will send to the student the documentation necessary to receive the appropriate Illinois Teaching Certificate.

Students who have already completed one or more non-teaching degrees and now seek admission to teacher education are advised to seek admission to the University as a candidate for a second bachelor's degree. Subsequent transcript analysis may determine that a second degree is not required. In this instance, the student who received a degree from a state teacher education approved institution will be allowed to complete the requirements for certification without completing the requirements of the second bachelor's degree. Students are advised that the teacher education certification requirements provided here are for Illinois and that they should check certification requirements for other states if they desire to be certified for teaching elsewhere.

Students who complete a bachelor's degree program in teacher education at Illinois State University also have their transcripts stamped, *Student has completed NCATE program in teacher education. (NCATE is the National Council for Accreditation of Teacher Education)*.

This statement indicates that the program has received national accreditation. This status usually makes it easier to obtain a teaching certificate in another state. NOTE: Experienced teachers may be eligible for certificates from the Illinois State Board of Education by transcript evaluation. This certificate is not associated with an NCATE program and is not as readily recognized by other states.

Students interested in completing a teacher education program at Illinois State must (1) be admitted to teacher education, (2) complete general education, professional education including a minimum of 100 clock hours of approved pre-student teaching clinical experiences, field of study or area of specialization (major/minor) coursework appropriate to the early childhood education, elementary, junior high school, high school, special K-12, or special education curriculum, (3) successfully complete student teaching or practicum, and (4) be recommended for certification by the Dean of the College of Education.

Council for Teacher Education

Five colleges of Illinois State University offer bachelor degree programs that lead to teacher certification in the State of Illinois. These five colleges include the College of Applied Science and Technology, the College of Arts and Sciences, the College of Business, the College of Education, and the College of Fine Arts. The Council for Teacher Education is responsible for developing policies for teacher education and for providing avenues of communication among all of the areas of the university concerned with teacher education. The Dean of the College of Education serves as the University's certification officer and is respon-

sible for maintaining the relationship between campus programs and state certification officials.

Admission-Retention Program

The following policies concerning admission-retention in teacher education apply to all students pursuing teacher education programs in any department of any college of the University.

The Office of Clinical Experiences and Certification Processes administers the procedures for admission to teacher education based upon eligibility requirements established by the Council for Teacher Education. Additional departmental and academic major requirements for admission to teacher education may be established by departments with approval of the Council for Teacher Education. A student should obtain information about departmental and academic major requirements from the department of the student's major field.

A student will not be assigned to student teaching unless formally admitted to teacher education and all stipulated prerequisites for student teaching are satisfied.

Admission Program

Eligibility for Application: a. Students, including those who transfer to Illinois State, must elect a comprehensive education major or an education major and education minor as identified in this catalog.

b. Application for admission to teacher education can be made after the completion of 45 hours, at least 12 of which must be graded hours and must be earned at Illinois State University.

c. Students must meet the grade point average requirements for admission to teacher education described below at the time of admission and must maintain the average for the remainder of the program. A student must have an Illinois State University cumulative grade point average of 2.2 or higher for all undergraduate credit. A student must also have a 2.2 or higher grade point average in courses taken at ISU in the major field of study, including all professional education courses when professional education courses are listed separately in the catalog. Students enrolled in the Departments of Communication, Music, and Speech Pathology and Audiology should confer with their departments regarding specific grade point average requirements for admission to teacher education.

d. A student must demonstrate written communication skills in one of the following ways:

(1) The student must have earned a C or higher in English 101 at Illinois State. A student who took English 101 on the Credit/No Credit option will meet the requirement if the actual grade submitted by the instructor was a C or higher. (Effective Fall, 1980, students may not take English 101 on the Credit/No Credit option.

(2) The student must have earned a C or higher in an equivalent English course taken at another university as approved by Illinois State.

(3) The student passes the English proficiency exam given by the Department of English at Illinois State.

e. A student must demonstrate oral communication skills in one of the following ways:

(1) The student must have earned a C or higher in INF or COM 110 at Illinois State. A student who took INF or COM 110 on the Credit/No Credit option will meet the requirement if the actual grade submitted by the instructor was a C or higher.

(2) The student must have earned a grade of C or higher

in an equivalent Speech course taken at another university as approved by Illinois State.

(3) The student passes the speech proficiency exam given by the Department of Communication at Illinois State. A student must satisfactorily pass a speech check conducted by the Department of Speech Pathology and Audiology.

Procedures for Admission: Application forms for admission to teacher education are obtained from the Office of Clinical Experiences and Certification Processes. Students must obtain, complete, and return the forms to the same office by established and publicized deadline dates. Among materials submitted and considered for admission are the following:

a. Departmental Approval and Signatures: The student must obtain the approval for admission to teacher education from the major department. The student should check with the major department regarding specific procedures and appropriate signatures required on the application for admission to teacher education form.

b. Interviews: All students should be available for interviews upon request.

c. Entrance, Psychological, or Aptitude Exams: Students may be requested to take certain examinations for the purpose of assessing potentiality for teacher preparation and educational careers.

Students must be admitted to teacher education at least one semester prior to student teaching. Specific deadline dates are publicized and available from the Office of Clinical Experiences and Certification Processes. After application forms have been checked, students will receive formal written notification as to their admission or non-acceptance into the program. Students who are denied admission to teacher education or student teaching may file a petition for a hearing. Specific information regarding procedures for a hearing in accordance with the University's *Student Rights and Responsibilities* and with the policies of the Council for Teacher Education may be obtained in the Office of Clinical Experiences and Certification Processes.

Retention Program

In recognition of its responsibility to the schools in which its graduates teach the University maintains a program of selective retention of candidates for the teaching profession. Thus, the University seeks to avoid recommending a candidate for a student teaching assignment or for certification unless the candidate has good character, sound mental and physical health, academic competence in his or her overall studies, teaching field(s), and professional studies (see the requirements for student teaching).

Professional Certification

The Dean of the College of Education, as the University's certification officer, is responsible for reviewing the record of each graduate of an approved teacher education program and for recommending or withholding recommendation of that individual for certification. Certification is not an automatic procedure.

In order to qualify for certification, each student in a teacher education program must complete: (1) a distribution of course work in general education (this is usually done within the University Studies program), (2) courses in professional education appropriate to the program being followed including a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching, and (3) a teacher education approved

major and education minor or a teacher education approved comprehensive major.

Approved Teacher Education Programs

The list below includes all undergraduate teacher education programs approved by the State of Illinois and the National Council for Accreditation of Teacher Education (NCATE).

Early Childhood Education (children up to 6 years of age, exclusive of kindergarten).

Elementary: (K-9) CORE; Junior High School.

Secondary (6-12): Agriculture; Biological Sciences; Business Education; Chemistry; Dance; English; French, Geography; German; History (only); Home Economics; Industrial Education; Library Science; Mathematics; Physical Education; Physics; Social Science (including History); Spanish; Speech Communication; Theatre; Traffic and Safety.

Special (K-12): Art; Health Education; Music; Physical Education; Blind and Partially Seeing (Visually Handicapped); Deaf and Hard of Hearing; Educable Mentally Handicapped (Mentally Handicapped-Educable); Learning Disabilities--Social/Emotional Disorders (Learning and Behaviorally Disordered); Physically Handicapped; Speech and Language Impaired (Speech Pathology-Graduate Level)*; Trainable Mentally Handicapped (Mentally Handicapped-Trainable).

Transitional Bilingual (Spanish)-must be completed in conjunction with the approved elementary education program.

***Students of the Speech and Language Impaired program may take appropriate course work and enroll for student teaching at the undergraduate or graduate level, but State of Illinois certification is only given at the successful completion of the master's degree.**

All students enrolled in the University's approved teacher education programs should read carefully the High School, Special K-12, Junior High School, Elementary, Early Childhood Education, Special Education, or Speech Pathology section below. Particular attention should be given to the *general education requirements, professional education requirements* (including a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching); and *Field of Study or Area of Specialization (Major/Minor) requirements*.

Urban Education Program: Students wishing preparation for working with urban populations may elect to complete the Urban Education Program. The Urban Education Program is not a certified area but is an elective option available to students in elementary education, junior high school, special K-12, high school, early childhood, and special education programs. Course content and clinical experiences are individually designed in keeping with the specific teacher education program of the student.

The following includes both on and off campus coursework experiences in both school and non-school educational settings, and in agency activities: C&I 232 - Education in the Inner City (3 hrs.), C&I 312 - Urban Field Experiences (6 hrs. off-campus), and C&I 318 - School and Community (3 hrs.

off-campus). The following substitutions can be made: Secondary Education students receive credit for 200.03 in the professional sequence, and Special Education majors receive credit for C&I 295 - Senior Seminar. Secondary Education students must complete the program prior to student teaching in order to receive credit for 200.03. Students in all other programs may complete the program before or after student teaching.

Teacher Education Major and Minor: Any undergraduate student, with the exception of teacher education majors, may graduate with one major or any combination of majors and minors of his or her choice, unless restricted by department policy as stated in the Catalog. Teacher education majors must complete a comprehensive teaching major or a teaching major/teaching minor combination along with professional education and general education requirements. A teacher education major who meets all requirements for certification may also complete requirements for other majors or minors offered in the University and have them listed on his or her transcript.

High School

General Education Requirements: The following 42-hour general education requirement for high school teacher certification may be met within Illinois State's University Studies program so that, with appropriate course selections, a student meets both program requirements simultaneously:

8 hours of language arts.

6 hours of science and/or mathematics.

6 hours of social science including a course in American history and/or government.

6 hours in humanities.

3 hours in health and physical education.

Additional hours in any above fields and/or psychology (except educational psychology) to total 42 hours.

Specific information regarding the fulfillment of University Studies and State of Illinois General Education requirements should be obtained from the Office of Academic Advisement.

Professional Education Requirements: Each student preparing to teach at the high school level (6-12) must complete the following program: 24 hours. Required courses: PSY 215 (3 hours); C&I 200 (8 hours) or 200.01, 200. 02, 200.03, 200.04 (8 hours) or C&I 216, 215; SED 218 (8 hours); EAF 231 or 228 or 235 (3 hours); a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching; Student Teaching 399 (10 hours); courses to meet professional education requirements necessitate a C or better and may not be taken for credit/no credit.

Field of Study Requirements: The approved teacher education major and minor or comprehensive major may be selected from the following programs which are described in detail in the undergraduate field of study section of the catalog.

Field of Study:

Agriculture — Comp. Education Major.

Anthropology — Education Minor

Art — Comp. Education Major and Minor

Biological Sciences — Comp. Education Major, Education Major, and Education Minor

Business Education — Comp. Education Major, Education Major, and Education Minor

Chemistry — Education Major and Education Minor

Dance — Education Major and Education Minor

Economics — Education Minor
English — Comp. Education Major, Education Major, and Education Minor

Ethnic and Cultural Studies — Education Minor

French — Education Major and Education Minor

Geography — Education Major and Education Minor

German — Education Major and Education Minor

Health Education — Education Minor

History — Education Major and Education Minor

Home Economics Education — Comp. Education Major and Education Major.

Industrial Education — Comp. Education Major, Education Major, and Education Minor

Journalism — Education Minor

Library Science — Education Major and Education Minor

Mathematics — Comp. Education Major, Education Major, and Education Minor

Music — Education Minor

Philosophy — Education Minor

Physical Education — Comp. Education Major, Education Major, and Education Minor

Physics — Education Major and Education Minor

Political Science — Education Minor

Psychology — Education Minor

Reading — Education Minor

Russian — Education Minor

Traffic and Safety — Education Major and Education Minor.

Social Sciences — Comp. Education Major

Sociology — Education Minor

Spanish — Education Major and Education Minor

Speech Communication — Education Major and Education Minor

Teaching English as a Second Language — Education Minor

Theatre — Education Major and Education Minor

Students should confer with their academic advisers when selecting courses in the minor area so that such courses may enable them to meet requirements of the Illinois State Board of Education *Document Number 1. Document Number 1* requirements need to be satisfied in order to teach in high schools in Illinois.

Special (K-12)

General Education Requirements: The following 42-hour general education requirements for special K-12 teacher certification may be met with appropriate course selection in Illinois State's University Studies program so that a student meets both program requirements simultaneously:

8 hours of language arts.

6 hours of science and/or mathematics.

6 hours of social science including a course in American history and/or government.

6 hours in humanities.

3 hours in health and physical education.

Additional hours in any of the above fields and psychology (except educational psychology) to total 42 hours.

Specific information regarding the fulfillment of University Studies and State of Illinois General Education requirements should be obtained from the Office of Academic Advisement.

Professional Education Requirements: Each student preparing to teach at the K-12 level must complete 24 hours in the following courses: PSY 215 or C&I 210 (3 hours); C&I 200 (8 hours) or C&I 200.01, 200.02, 200.03, 200.04, (8 hrs) or C&I 216, 215, SED 218 (8 hours); EAF 231 or 228 or 235 (3 hours); minimum of 100 clock hours of approved pre-student

teaching clinical experiences in K-12 sites; Student Teaching 399 (minimum of 10 hours). Students enrolled in Special K-12 programs will be assigned to do student teaching in K-12 sites. Courses to meet the professional education requirement necessitate a C or better and may not be taken for credit/no credit.

Field of Study Requirements: The approved teacher education program for students enrolled in the Special K-12 program may be selected from the following programs which are described in detail in the undergraduate field of study section in the catalog:

Art—Compr. Education Major.

Health Education—Compr. Education Major.

Music—Compr. Education Major.

Physical Education—Compr. Education Major, Education Major.

Speech Pathology—Compr. Education Major (students must have a master's degree in the field to obtain the Illinois Certificate in Speech and Language and the ASHA clinical certificate.)

Students who complete one of the programs above and earn a K-12 certificate may teach only in that area. Students may complete any minor listed for the 6-12 certificate but may not teach in that area until a 6-12 certificate is granted through entitlement or transcript evaluation. Students should confer with their academic advisers when selecting courses in the minor area so that such courses may enable them to meet requirements of the Illinois State Board of Education *Document Number 1. Document Number 1* minimum requirements need to be satisfied in order to teach in high schools in Illinois.

Junior High/Middle School

General Education Requirements: The 78 hour general education requirements for a Junior High School student include:

9 hours of language arts.

7 hours in science.

7 hours in social science, including a course in American history and/or government.

6 hours in humanities, including at least 1 hour each in Music and Art.

5 hours in mathematics.

3 hours in health and physical education.

All other requirements to total 78 are met within the Junior High School program with careful planning. By following information available from the Office of Academic Advisement, students may meet 48 hours of these requirements in University Studies.

Professional Education Requirements: 27 hours in Professional Education are required: C&I 130, 131, 132, 390, 333; EAF 228 or 231 or 235, 233, SED 306; minimum of 100 clock hours of approved pre-student teaching clinical experiences; Student Teaching 399 (8 hours); Courses to meet the professional education requirement may not be taken for credit/no credit.

Field of Study Requirements: Students in the program may prepare themselves to teach in any of the subject areas of the Junior High/Middle School: language arts—reading, science, social studies, health, physical education, mathematics, industrial arts, home economics, art, music, reading. For Field of Study Requirements, see the description for the Junior High/Middle School program in the Curriculum and Instruction section of this catalog. Students should confer with their academic advisers when selecting courses in the areas of concentration so that such courses

may enable them to meet requirements of the Illinois State Board of Education *Document Number 1. Document Number 1* minimum requirements need to be satisfied in order to teach in a Junior High and Departmentalized Upper Elementary Grades.

Elementary School (K-9)

General Education Requirements: The 78-hour general education requirement for an Elementary Education student includes:

9 hours of language arts.

7 hours in science.

7 hours in social science, including a course in American history and/or government.

6 hours in humanities including at least 1 hour each in Music and Art.

5 hours in mathematics.

3 hours in health and physical education.

All other requirements are automatically met within the Elementary Education major as described in the catalog. By following information available from the Office of Academic Advisement, students may meet 48 hours of these requirements in University Studies.

Professional Education and Field of Study Requirements: Both of these requirements are described in the Elementary Education field of study section of this catalog. Students will also complete a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching. Courses to meet the professional educational requirement may not be taken for credit/no credit.

Early Childhood Education

General Education Requirements: The 78 hour general education requirement for an Early Childhood Education student includes:

9 hours in language arts.

7 hours in science.

7 hours in social science, including a course in American history and/or government.

6 hours in humanities including work in music and art.

3 hours in health and physical education.

All other requirements are met with careful planning within the Early Childhood Education major as described in the Catalog. By following information available from the Office of Academic Advisement, students may meet 48 hours of these requirements in University Studies.

Professional Education and Field of Study Requirements: Students may obtain a Comprehensive Early Childhood Education major through the Department of Curriculum and Instruction. Specific professional education and field of study requirements are available through the Department of Curriculum and Instruction. Students who are enrolled as majors in Elementary Education or Home Economics Education may obtain a minor in Early Childhood Education. Specific professional education and field of study requirements are available from those departments. Information related to the Practicum for Early Childhood Education (major and minor) is available from the Office of Clinical Experiences and Certification Processes. All students must complete 100 clock hours of approved clinical experiences prior to the practicum experience. Students enrolled in the Early Childhood Education major and minor will be advised so that their programs include course work that will enable them to be employed in reimbursable programs in the Illinois public schools. Courses to meet the professional education requirement may not be taken for credit/no credit.

Special Education (K-12)

Students in Special Education may complete a sequence in any of the following areas: Learning and Behaviorally Disordered, Deaf and Hard of Hearing, Mentally Retarded-Educable, Mentally Retarded- Trainable, Physically Handicapped, and Visually Handicapped. To ensure full certification the pattern of preparation should include:

General Education Requirements: The 42 hours of general education requirements include:

8 hours of language arts.

6 hours of science and/or mathematics.

6 hours of social science including a course in American history and/or government.

6 hours of humanities.

3 hours of health and physical education.

Additional hours in any of the above fields to total 42 hours. Specific information regarding the fulfillment of University Studies and State of Illinois General Education requirements should be obtained from the Office of Academic Advisement.

Professional Education and Area of Specialization

Requirements: These requirements are described in the Specialized Educational Development section of this Catalog.

All students will complete a minimum of 100 clock hours of approved pre-student teaching clinical experiences in K-12 sites. Students enrolled in the approved Special Education sequences will be assigned to do student teaching in K-12 sites.

Speech Pathology (K-12)

General Education Requirements:

8 hours of language arts.

6 hours of mathematics and/or science.

6 hours of social science including a course in American history and/or government.

6 hours of humanities.

3 hours of health and physical education.

Additional hours in any of the above fields and psychology (except educational psychology) to total 42 hours. Students should plan a program of study that simultaneously meets the above requirements and Illinois State University Studies (general education) requirements.

Professional Education and Area of Specialization

Requirements: Both of these requirements are described in the Speech Pathology and Audiology major in the program section of the catalog. Courses to meet the professional education requirement may not be taken for credit/no credit.

All students must complete a minimum of 100 clock-hours of pre-student teaching clinic hours. Students enrolled in the approved Speech Pathology teacher education program must have a cumulative and a major field grade point average of 2.6 before admission to teacher education and assignment to student teaching.

Master's Degree: The Illinois Certificate in Speech and Language Impaired requires a master's degree. Consult the departmental section of this Catalog.

Clinical Experiences in Teacher Education

Observation, participation, studies of individual pupils and research, simulated teaching, individual field work, student teaching and practicum are included in the program of clinical experiences. The experiences offered prior to student teaching are usually integral parts of specific college

courses. Clinical experiences are provided in off-campus clinical teaching centers, in local schools and in campus laboratory schools, in agencies and other approved non-school settings. The Office of Clinical Experiences and Certification Processes coordinates all placements for clinical experiences. All students will have a minimum of 100 clock hours of approved pre-student teaching experiences prior to assignment of student teaching; students must provide their own transportation to clinical experiences. Clinical experiences following student teaching include activities in which the student does additional study or has additional experiences as recommended by the instructor, supervising teacher, or college supervisor.

Requirements for Student Teaching

The following requirements for student teaching apply to all students:

The minimum requirement in student teaching is 36 clock hours for each semester hour of credit (5 semester hours — 180 clock hours). More clock hours of clinical work are required in Speech Pathology.

The number of semester hours of student teaching or practicum required varies with the student's curriculum. A student enrolled in an elementary, junior high school, special education, or speech pathology curriculum is required to earn a minimum of 8 hours of credit in student teaching. A student enrolled in a high school or special K-12 curriculum is required to earn a minimum of 10 hours of credit in student teaching and special methods. A student enrolled in the Early Childhood Education major is required to take 6 hours of credit in the practicum; a student enrolled in the Early Childhood Education minor may take 5-8 hours of credit in the practicum. A student does student teaching in his or her field of study. A student must meet all eligibility requirements for student teaching in that major field(s). If a student does student teaching in his or her minor field, the student must meet certification requirements for teaching in that field. If a student does all student teaching in the major field or in both the major and minor fields, the total number of semester hours required in student teaching remains the same.

To be eligible to do student teaching, a student must meet all of the following requirements:

1. Be formally admitted to teacher education at least one semester prior to the beginning of the semester in which student teaching is to be done.
2. Have completed 15 semester hours of work in residence (or its equivalent) at Illinois State University.
3. Have a teacher education approved major and teacher education approved minor or a teacher education approved comprehensive major.
4. Have earned at least 85 hours of college credit.
5. Have successfully completed a minimum of 100 clock hours of approved pre-student teaching clinical experiences.
6. Have completed satisfactorily the courses that are prerequisites to Student Teaching 399 (see General Offerings in Course Listing section of Catalog) or C&I 253 or C&I 263. Specific information related to all the professional education courses that must be completed before assignment is made to student teaching is available in the Office of Clinical Experiences and Certification Processes.
7. Have earned at least a 2.2 grade point average at the time of application for student teaching and at the time of entry into student teaching in: (a) all work taken at Illinois State University, and (b) all work taken at Illinois State University in the major field. Students enrolled in the approved programs in the Departments of Communication (Library Science), Music, Speech Pathology and Audiology

are required to meet grade point averages determined by their respective departments and approved by the Council for Teacher Education. Students should confer with the academic advisers in the major department concerning current departmental grade point average.

8. Have secured a statement from the University Health Service or other medical agency indicating that he or she is free of tuberculosis. Be able to secure upon request a statement from a medical doctor that he or she is physically capable of meeting the requirements of a certified teacher.
9. Have filed an application for student teaching for a given semester with the Director of Clinical Experiences at least six months prior to the semester in which student teaching is planned.

10. Have successfully completed at Illinois State University a minimum of 4 semester hours of professional education approved by the appropriate education department and Director of the Office of Clinical Experiences and Certification Processes at ISU prior to student teaching.

11. Have been approved for student teaching by the chairperson of the department of the student's major and the Director of the Office of Clinical Experiences and Certification Processes.

Students are expected to earn all of the required student teaching credit at Illinois State University. Exceptions to this policy may be made in individual cases if credit in student teaching will be earned in an institution of higher education accredited by the National Council for Accreditation of Teacher Education. Such arrangements must have the prior approval of the Director of Clinical Experiences.

Assignment to Student Teaching

The University will assign student teachers to selected schools or clinical centers in Illinois during regular semesters. Student teachers are assigned only to classrooms that have regularly employed full-time and fully qualified teachers. Assignments are not made to a school in which the student teacher is concurrently employed as a teacher. A student teacher may not earn academic credit and receive a salary or an income for the same teaching experience.

Student teaching in elementary education and special education is for one full semester; all other areas are typically for a half-semester. During this period in the school, the student teacher works with one or more supervising teachers who are responsible for teaching a specific group or groups of pupils. These supervising teachers along with the college supervisors have responsibility for

guiding and evaluating the work of the student teacher. During this experience, the student becomes a member of the school staff and of the community in which he or she is working (co-curricular activities and community affairs are a part of the student teaching experience).

The Director of Clinical Experiences, in cooperation with the head of the student's major department, makes the student teaching assignments. The Director of Clinical Experiences is responsible for making the arrangements and establishing the procedures involved in student teaching. A student's preference for an assignment will be given consideration. Students are not assigned to schools that are in their home communities or in communities in which they are currently residing.

Any student who has a prolonged illness or temporary disability and who is unable to continue in his/her student teaching assignment should consult with the Director of the Office of Clinical Experiences. A clearance from a physician will be required stating that the student is again able to continue in his/her student teaching assignment without any contingencies.

Students who have had teaching experience and who have shown a high standard of achievement in previous teaching may be given special student teaching assignments involving specialized phases of teaching which will broaden their preparation.

The Director of Clinical Experiences, upon the recommendation of the college supervisor or chairperson of the student's major department, may require a student to do additional work and continue student teaching until the student is sufficiently competent to be recommended for certification. Certification is not an automatic procedure.

Student teaching assignments begin and end on the dates indicated in the student's official notice of assignment. Ordinarily, the student is expected to follow the school calendar of the school in which student teaching is done insofar as vacations and school holidays are concerned. Changes in dates involved in an assignment must receive the prior permission of the Director of Clinical Experiences. Information above may be applied to the Early Childhood Education Practicum. The University will assign Early Childhood Education Practicum students to selected Early Childhood Education sites with qualified personnel. Students enrolled in the major program will enroll in C&I 263 for 6 hours; students enrolled in the minor program will enroll in Student Teaching 390 or 5-8 semester hours of credit. Refer questions about the Practicum to the Office of Clinical Experiences and Certification Processes.

COLLEGE OF FINE ARTS

Dean: Charles Bolen, 116 Center for the Visual Arts.
 The primary function of the College of Fine Arts and its Departments of Art, Music, and Theatre is to provide professional training in the arts for students preparing to be elementary secondary and college teachers and for students desiring professional careers in select areas of the arts. Various areas of concentration in undergraduate and graduate studies, including MFA and MM programs and a doctoral program in Art, provide comprehensive and flexible curricula for a variety of student talents and interests. The College also provides a cultural environment through the performing and visual arts for the campus, community and region.

ART (ART)

119 Center for the Visual Arts

Chairperson: Frederick V. Mills.

Faculty: Professors: Anderson, Boyd, Butler, Colvin, Freyberger, George, Gregor, Hartley, Hentz, Hobbs, Holder, Mills, Moore, Myers, Niemi, Rennels, Salome, Stefl, Steinburg, Towner. Associate Professors: S. F. Amster, S. H. Amster, Bock, Bontemps, Ernest, Fry, Jackson, Hanlon, Knoblock, Malone, Natale, Newby, Tell, Toperzer, Walter. Assistant Professors: Brueckner, Burk, Cave, Finch, Frederick, Gold, Kilgo, Sigala, Suhr, Wesle, Winder. Instructors: Barr, Edge, Golleher, Kinser. Lecturers: Caster, Connelley, Nolan, Olson, Peck.

The Department of Art is accredited in Division I by the National Association of Schools of Art.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Art Programs

Degrees Offered: B.A., B.S.

COMPREHENSIVE ART MAJOR

— 55 hours in Art required.
 — Required courses: ART 103, 104, 106, 109, 155, 156, 257; two courses from ART 224, 228, 232, 240, 255; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives. ART 201, 203, 204, 211 and 309 do not count toward major.

COMPREHENSIVE ART EDUCATION MAJOR

— 60 hours in Art required. Part of entitlement program leading to certification: special K-12.
 — Required courses: ART 103, 104, 106, 109, 155, 156, 201, 211, 257, 309 (2 consecutive semesters, starting in the fall); two courses from ART 224, 228, 232, 240, 255; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives. Note: This program provides for acquisition of knowledge, attitudes and skills necessary for effective performance as an art teacher or art supervisor.

MAJOR IN ART

— 37 hours in Art required.
 — Required courses: ART 103, 104, 106, 109, 155, 156, 257; two courses from ART 224, 228, 232, 240, 255; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives. ART 201, 203, 204, 211 and 309 do not count toward the major.

MINOR IN ART

— 27 hours in Art required.
 — Required courses: ART 103, 104, 106, 109, two courses from 155, 156, 257; 11 hours of electives in ART. ART 201, 203, 204, 211, and 309 do not count toward minor.

MINOR IN ART EDUCATION

— 27 hours in Art required.
 — Required courses: ART 103, 104, 106, 109, one course from 155, 156, 257; 201, or 211; 203 or 204 8 hours of electives in ART.

Bachelor of Fine Arts (B.F.A.) Art Program

Degree Offered: B.F.A.

COMPREHENSIVE B.F.A. ART MAJOR

— 72 hours in Art required.
 — Required courses (46 hours): ART 103, 104, 106, 109, 155, 156, 232, 235, 257, 261; two courses selected from ART 224, 228, 240, 255; two courses selected from ART 213, 226, 245; any two 300-level Art History courses.
 — 26 additional hours in chosen concentration selected in consultation with an academic adviser. ART 201, 203, 204, 211 and 309 do not count toward this major. Students are admitted to the B.F.A. degree program during the sophomore year; the student must submit a portfolio to the Department of Art as part of the admission process of the B.F.A. degree program. Consult the Department of Art for further information on admission to the B.F.A. program in Art. An exhibition of the student's work during the senior year is required of students in the B.F.A. program.

Art Courses

The Department of Art reserves the right to keep for demonstration and exhibition examples of work done by students for course requirements.

100 INTRODUCTORY ART WORKSHOP 3 US-6 F.S

Materials charge optional. Not for credit ART maj min.
 Creative problem solving and aesthetic analysis. Art experiences including drawing, painting, printmaking and sculpturing as well as attending art exhibits.

101 ART ACTIVITIES FOR ELEMENTARY SCHOOLS 2 F.S

Materials charge optional.

Introduction to two-dimensional graphic and craft materials and procedures appropriate for elementary art learning experiences; understanding the developmental stages of child art.

103 VISUAL ELEMENTS 3 F.S

An exploration of the basic elements of design as they relate to composition and expression in graphic form.

104 BASIC DRAWING 3 F.S

Materials charge optional.

Concepts basic to all studio offerings. Emphasis upon making pictorial space and upon development of drawing skills; practice with traditional materials.

106 ART FOUNDATIONS 1 F

Introduces art majors to the diverse opportunities possible in art careers; outlines the requirements and expectations in each instructional area within the art department.

109 BASIC MATERIALS 3 F.S

Materials charge optional.

Use of a variety of materials to explore fundamental three dimensional design concepts. Introduction to the use of hand tools and power tools.

111 ART FUNDAMENTALS 3 F.S

Primarily for students in HEC. Materials charge optional.

Laboratory experiences in design fundamentals appropriate to visually enhancing everyday living in the home, school and community.

150 ART APPRECIATION 2 US-6 F.S

Not for credit ART maj.

Survey of art styles.

155 SURVEY OF ART I 3 US-6 F.S

Arts from pre-historic times to end of Medieval period circa 1400.

156 SURVEY OF ART II 3 US-6 F.S

Arts of the early Renaissance, circa 1400, to the end of the Baroque, circa 1775.

183 PUPPETRY 3 F.S

Also offered as THE 183.

Introduction to the performance art of puppetry and its educational applications: history, staging, and construction and manipulation of hand, rod, and shadow puppets.

201 MEDIA AND TECHNIQUES FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS 3 F.S

Art educ maj only; others by cons dept chrp. Incl Clin Exp. Formerly CRAFTS FOR ART EDUCATION.

Media, techniques, and clinical experiences suitable for elementary and junior high schools.

202 ART ACTIVITIES FOR ELEMENTARY SCHOOLS 3 F.S

Materials charge optional. Formerly ART 102.

Methods and laboratory experiences in two and three-dimensional activities.

203 TEACHING ART IN THE SECONDARY SCHOOLS 3 S

Art educ (secondary) minors only; other by cons dept chrp. Incl Clin Exp. Formerly ART 203 and 204.

Includes teaching methods, curriculum planning, requisitions, observations, and participation in art, secondary level.

204 TEACHING ART IN THE ELEMENTARY SCHOOLS

Art educ (elementary) minors only; others by cons of dept chrp. Incl Clin Exp. Formerly ART 202 and 204.

Includes teaching methods, curriculum planning, requisitions, observations, and participation in art, elementary level.

207 ART FOR SPECIAL EDUCATION 3 F.S

ART 101 and cons inst req. For SED students. Incl Clin Exp. Materials charge optional.

Theory and methods of teaching art and craft activities appropriate to the needs of special education classes.

211 MEDIA AND TECHNIQUES FOR SECONDARY SCHOOLS 3 F.S

Art educ maj only; others by cons dept chrp. Incl Clin Exp.

Media and techniques suitable for secondary school level with emphasis on the sequential development of media and techniques in relation to the maturity and growth of the adolescent.

213 LIFE DRAWING 3 F.S

Materials charge optional.

Emphasis on anatomy and formal concerns. Human figure as an expressive motif within the tradition of the nude in art.

214 DRAWING COMPOSITION 3 F.S

ART 213 req. Materials charge optional.

Further study of the human figure with emphasis upon representational complexity and a more sophisticated understanding of formal considerations.

224 JEWELRY I 3 F.S

Materials charge optional.

An introduction to the tools techniques and fabricating process used for creating in metals.

225 JEWELRY II 3 F.S

ART 224 req. Materials charge optional.

Further exploration of fabrication and casting techniques; emphasis on surface treatment such as repoussé, etching, lamination and inlay.

226 VISUAL COMMUNICATIONS I 3 F.S

ART 103 or cons inst req. Materials charge optional.

Basic graphic design techniques. Includes study of letter forms and design procedures. Practice in rendering skills.

227 VISUAL COMMUNICATIONS II 3 F.S

ART 226 req. Materials charge optional.

Application of design techniques to visual communications media. Emphasis on combining lettering with illustrational elements in preparation for reproduction processes.

228 CERAMICS I 3 F.S

Materials charge optional.

Introduction to the physical characteristics of clay. Basic handbuilding and firing processes explored. Introduction to glaze processes.

229 CERAMICS II 3 F.S

ART 228 req. Materials charge optional.

An expansion of handbuilding methods and the introduction of wheel throwing techniques. Glazing and firing methods emphasized.

232 SCULPTURE I 3 F.S

Materials charge optional.

Exploration of sculpture techniques and materials within context of historical developments. Introduction to three dimensional spatial concerns.

233 SCULPTURE II 3 F.S

ART 232 req. Materials charge optional.

Further exploration of sculpture techniques and materials. Advanced three dimensional spatial concerns presented within a context of art historical development.

235	PHOTOGRAPHY AS AN ART FORM I	3	F.S	262	PAINTING II	3	F.S
	<i>Materials charge optional.</i>				<i>ART 261 req.</i>		
	The study of photography as an art form.				Problems of pictorialization and survey of contemporary trends in painting.		
236	PHOTOGRAPHY AS AN ART FORM II	3	F.S	263	PAINTING III	3	F.S
	<i>ART 235 or cons inst req. Materials charge optional.</i>				<i>ART 261, 262 req.</i>		
	Further study of photography as an art form. Individual exploration of techniques and subjects.				Individual exploration of concepts extended from ART 261 and 262.		
240	WEAVING I	3	F.S	277	AFRO-AMERICAN ART — PRE-SLAVERY TO 1865	3	F.S
	<i>Materials charge optional.</i>				Study of art forms, content, artistic technique and contributions of pre-slavery artists up to Afro-American artists of 1865.		
	Introduction to weaving as an art form. Emphasis on technical and aesthetic development of fiber concepts using a variety of loom controlled and non-loom controlled structures.			278	BLACK AMERICAN ART — 1865 to PRESENT	3	F.S
241	WEAVING II	3	F.S		Study of artistic technique lifestyles, political and social implications of black American artists from 1865 to present.		
	<i>Art 240 req. Materials charge optional.</i>			307	ART FOR ATYPICAL INDIVIDUALS	3	F
	This course builds on the foundation of technical and aesthetic concepts presented in Weaving I. Processes such as spinning, dyeing, and complex loom controlled structures will be explored.				<i>Art 207 or C&I 250 or upper division ART maj or equiv experiences in the arts rec.</i>		
242	MINORITY ARTS	3			Study of various approaches to the development and conduct of art activities for individuals in special education and other community programs for the atypical individual.		
	A survey course designed to study forms, content, artistic technique, and contributions of the American Indian, Chicano, Puerto Rican, and black American artists of the present.			309	PROFESSIONAL ART EDUCATION SEQUENCE	4	F.S
245	PRINTMAKING I	3	F.S		<i>C&I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 (2 hrs.) or conc reg. Not for credit if had ART 203 or 204. For Art educ maj only; others by cons dept chrpn. Must be repeated by ART EDU maj for total of 8 hrs. Two consecutive semester sequence starting in Fall. Incl Clin Exp.</i>		
	<i>ART 104 req. Materials charge optional.</i>				Sequential semesters interrelate art learning theory, teaching methodology and pre-student teaching clinical experiences in Art Education K-12.		
	Introduction to intaglio processes. Techniques such as etching, engraving, dry point and aquatint within context of pictorial spatial understanding.			321	PHILOSOPHY OF ART	3	
248	REPROGRAPHICS	3		324	JEWELRY III	2-6	F.S
	<i>ART 226. Materials charge optional.</i>				<i>ART 225 req. May be repeated. Materials charge optional.</i>		
	The study of process photography as an art form.				Advanced metalworking with an emphasis on volume and color, including raising, repousse, forging and various enameling techniques.		
250	THE ARTS AND MODERN MAN	3 US-6	F.S	325	ADVANCED JEWELRY AND METALS	2-4	F.S
	<i>Also offered as MUS 250 and THE 250.</i>				<i>Art 324 and cons inst req. May be repeated. Materials charge optional. Formerly ART 351.26.</i>		
	Selected works from Music, Theatre and Visual Arts that amplify the roles, definitions and capabilities of art as a humanistic value enterprise in contemporary life.				Elaboration upon metalworking skills previously acquired, allowing development of a strong personal direction.		
251	EXPERIMENTAL FILMMAKING	3 F.S		326	VISUAL COMMUNICATIONS III	3	F.S
	<i>ART 103 or equiv req. Materials charge optional.</i>				<i>ART 226, 227 req. Materials charge optional.</i>		
	The study of filmmaking as an art form. Studio production using primarily eight millimeter film. Experimental art films surveyed.				Transition course using the skills, techniques, and concepts learned earlier, applying them to problems of contemporary expression. Preparation for study on independent basis.		
255	GLASS I	3	F.S	328	CERAMICS III	2-6	F.S
	<i>One Studio ART course or cons inst req. Materials charge optional.</i>				<i>ART 229 req. May be repeated. Materials charge optional.</i>		
	An introductory course to acquaint student with the hot glass forming processes of glassblowing and casting.				Experiences in wheel and handbuilding processes with an emphasis on individual exploration of ideas through ceramic media.		
257	SURVEY OF ART III	3 US-6 F.S		331	ADVANCED DRAWING	1-3	F.S
	The major developments in European painting, sculpture and architecture from the Romantic period, circa 1775, to the present.				<i>ART 214 req. May be repeated. Materials charge optional.</i>		
259	AESTHETIC EXPERIENCE	1	F.S		Transition course using the skills, techniques, and concepts learned earlier, applying them to problems of contempor-		
	<i>May be repeated. Max 3 hrs. Also offered as MUS 259 and THE 259.</i>						
	One hour of credit is available on a credit-no credit basis for attendance at 15 fine arts events. One class meeting per week is used to introduce future events and to analyze past events.						
261	PAINTING I	3	F.S				
	Experimental work with variety of transparent and opaque painting media.						

rary expression. Preparation for study on independent basis.

332 SCULPTURE III 2-6 F.S
ART 233 req. May be repeated. Materials charge optional.

Transition course. Individualized problems exploring techniques and concepts encountered earlier and their applications to problems of contemporary expression. Preparation for study on an independent basis.

335 PHOTOGRAPHY AS AN ART FORM III 2-6 F.S
ART 236 req. May be repeated. Materials charge optional.

Advanced problems in photography as an art form. Emphasis upon individual exploration of the medium. Preparation for study on an independent basis.

336 VISUAL COMMUNICATIONS IV 3 F.S
ART 326 req. Materials charge optional.

Advanced studio work exploring design techniques applied to advertising, packaging, and display media.

337 ADVERTISING LAYOUT 3 F.S
Art 326 or cons inst req. Formerly ART 351.46.

Advanced studio work emphasizing advertising layout techniques and art direction responsibilities.

340 WEAVING III 2-6 F.S
ART 241 req. May be repeated. Materials charge optional.

Advanced studio work based on the technical and aesthetic concepts presented in Weaving I & II. Emphasis upon individualized projects designed in consultation with instructor.

341 PRINTED TEXTILES 2-3 F
Art 103, 240 and cons inst req. May be repeated. Materials charge optional. Formerly ART 351.06.

Studio exploration of the aesthetic concepts and technical skills for designing and executing printed textile designs; emphasis on silk screen.

345 PRINTMAKING II 2-6 F.S
ART 245 req. May be repeated. Materials charge optional.

Further study of intaglio processes with greater emphasis on intaglio as an expressive medium. Introduction to color possibilities.

349 VISITING ARTIST SEMINAR 2 F.S
May be repeated. Formerly ART 351.60.

A seminar-type class taught by visiting artists and members of the art department faculty, focusing upon contemporary issues of fine arts and the creative process.

351 SPECIAL PROJECTS IN ART 2-6 F.S
May be repeated. Materials charge optional.

Special projects in art or art education chosen by the student for advanced investigation with the written approval of the instructor. May not duplicate existing courses.

352 RENDERING FOR INTERIOR DESIGNERS 3 F.S
IT 211 and HEC 242, or ART 103 and 104, or cons inst req.

Perspective sketching and delineations of architectural interiors. Various media and application techniques will be stressed for professional results in presentations.

355 GLASS II 2-6 F.S
ART 255 req. May be repeated. Materials charge optional.

Further practice in glass blowing skills coupled with the introduction of techniques to alter and shape cold glass.

361 PAINTING IV 2-6 F.S
ART 263 req. May be repeated.

Transitional course. Student encouraged to explore personal directions in close consultation with instructor. Preparation for study on an independent basis.

362 WATERCOLOR I 3 S
ART 261 req. Formerly ART 351.50.

Watercolor as an expressive medium. Techniques, study of masters of watercolor, emphasis on creating pictorial space by illusion, color and the use of transparency.

363 COLOR THEORY 3 F
ART 261 req.

A practicum to give the studio art student a context of theoretical and historical color premises as a basis for making color organized works. Discussion of student work, process, color-formed space and aesthetic analysis.

366 ART OF THE ANCIENT NEAR EAST 3
ART 155 or cons instr req. Formerly ANCIENT ART.

Art and architecture of early civilizations of Egypt, Mesopotamia and peripheral areas from circa 8000 B.C. to circa 300 B.C.

367 GREEK AND ROMAN ART 3
ART 155 or cons instr req. Formerly CLASSICAL ART.

Art and architecture of the Aegean, Greek and Roman worlds from circa 3000 B.C. to the era of Constantine.

369 HISTORY OF MEDIEVAL ART AND ARCHITECTURE 3
ART 155 or cons instr req.

Art and architecture of Europe from circa 500 A.D. to the Renaissance.

372 MODERN ARCHITECTURE 3
Formerly ART 483.

Late 19th and 20th century architecture. Sullivan, Wright and the Chicago School. European movements involving Le Corbusier, Gropius, and Mies Van der Rohe. The great engineers, Maillart, Nervi, Fuller, Candelas.

373 PRE-COLUMBIAN ART: INDIAN ARTS OF MIDDLE AMERICA 3
Art of Mexico and Yucatan before the arrival of the Spanish.

375 ITALIAN RENAISSANCE ART 3
Painting, sculpture, and architecture of the 15th and 16th centuries in Italy.

376 NORTHERN RENAISSANCE ART 3
Art and architecture of the Renaissance and Mannerism in Northern Europe.

377 HISTORY OF BAROQUE AND ROCOCO ART 3
Painting, sculpture, and architecture of Europe during the 17th century.

378 HISTORY OF 19th CENTURY ART AND ARCHITECTURE 3
Concentration is centered on the art of Europe from the French Revolution to the 20th century.

379 MODERN ART 3
Painting and sculpture in Europe and America from the late 19th century to 1970.

380 ART IN THE UNITED STATES I: COLONIAL — 19th CENTURY ROMANTICISM 3
American art from the Colonial Period through 19th century Romanticism.

**381 ART IN THE UNITED STATES II:
AMERICAN IMPRESSIONISM —
WORLD WAR II 3**

American art from late 19th century Impressionism to the advent of World War II.

**382 ART IN THE UNITED STATES III:
WORLD WAR II TO THE PRESENT 3**

Complex artistic developments which occurred in the United States from World War II to the present.

**383 HISTORY OF PHOTOGRAPHY
AS AN ART FORM 3 S**

Study of important photographers and the major aesthetic and technical developments of photography from 1840 to present.

**398 PROFESSIONAL PRACTICE:
INTERNSHIP IN ART 1-8**

May be repeated. Max 16 hrs. Cons dept chrpn req.
Supervised work experiences in: Professional Studio; Design; Community or Governmental Arts Programs; Arts Administration; Teaching Art (Not for credit ART EDUCATION maj); Art Related Industry.

MUSIC (MUS)

230 Centennial East

Chairperson: David L. Shrader.

Faculty: Professors: Armstrong, Bedford, Bolen, Cordero, Corra, Eichen, Farlee, Ferrell, Hillstrom, Iwasaki, Koerselman, Lewis, Livingston, Peterson, Poultnay, Roderick, Rosene, Rye, Schoenfeld, Shrader, Sudano, Williams. Associate Professors: Chavez, Dawson, DeBose, Foeller, LoMonaco, Modos, Nicholas, Omer, Rehm, Schuetz, Suggs, Whikehart. Assistant Professors: Boitos, DiGiammarino, Fox, Manring, Stokes, Yang. Instructors: Little, Mihalek-Liptak. Lecturers: Allan.

General Information Concerning Music Programs and Courses

Admission Auditions: Students who intend to major in Music at Illinois State University are expected to have prior music experiences. Prior to acceptance as a Music major, all students must pass a performance audition on their major instrument or voice. Information concerning admission auditions is available from the Department of Music.

Performing Organization Requirement: All students pursuing a Music major degree program are required to participate in a major music-performing organization each semester they are enrolled in the University (B.M.E. majors are exempt from this requirement during the semester of Student Teaching). Specific performing organization participation requirements are indicated below for each of the Music major degree programs. A maximum of 12 hours in music performing organization credit is applicable to any degree.

Recital Attendance Requirement: Students pursuing an undergraduate degree in music are required to enroll in Music 106 or 206 each semester (B.M.E. majors are exempt from this requirement during the student teaching semester).

Enrollment Limitations: Enrollment in some Music Courses is limited to those students who have had auditions or who have secured the permission of the appropriate coordinator. Information concerning these course enrollment limitations is available from the Department of Music.

Musical Instrument Storage: In the event that students choose to store musical instruments on campus in any building operated by the University, they hereby waive any and all liability of the University and its employees for the loss of or damage to such musical instruments by any cause whatsoever, including, but not limited to, fire, water, windstorm, or any other casualty, theft, or dampness or dryness of the air.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Music Programs

Degrees Offered: B.A., B.S.

MAJOR IN MUSIC

- 37 hours in Music required.
- Required courses: MUS 101, 102, 203, 204; at least 8 hours of applied music (may include Group Instruction Voice or Piano); elective courses in MUS to complete 37 hours.

MINOR IN MUSIC

- 24 hours in Music required.
- Required courses: MUS 101, 102; at least 8 hours of applied music (may include Group Instruction Voice or Piano); at least 4 hours in performing organizations or ensembles; elective courses in MUS to complete 24 hours.

Bachelor of Music Education (B.M.E.) Programs

Degree Offered: B.M.E.

COMPREHENSIVE MUSIC EDUCATION MAJOR

Core Requirement and Sequences: All students must complete the core requirement of MUS 101, 102, 203, and 204 and choose a sequence from one of the four sequences below. Depending upon the sequence chosen, the major will require from 57 to 60 hours. The Vocal and Keyboard sequences are part of entitlement programs leading to special K-12 certification with a choral general emphasis. The Band and Orchestra sequences are part of entitlement programs leading to special K-12 certification with an instrumental emphasis. Designated special methods courses throughout the Band, Orchestra, Vocal and Keyboard sequences require clinical experiences and are taken throughout the degree program.

Piano and Applied Music Requirements: Students pursuing the B.M.E. degree are required to attain sufficient skill in playing the piano to pass a proficiency test prior to admission to the B.M.E. program. A syllabus of proficiency requirements is available in the department office, or from the Group Piano Coordinator. The study of piano may be done in Group Instruction 122 or in applied piano. A maximum of 8 hours is allowed for taking piano in group instruction. Students pursuing the B.M.E. degree are required to study applied music on their major instrument every semester that they are enrolled in the program, except for the semester in which they student teach (this

may include Group Instruction Voice or Piano). Prior to the first semester of the junior year, B.M.E. majors are required to attain 200 level performance status through audition or be approved for provisional status. The B.M.E. degree requires the successful completion of at least one semester of a 200 level applied music course.

Choral-General-Vocal Sequence: 57 hours in Music required. Required courses: Core requirement and a minimum of 2 semesters of group or applied piano and 5 semesters of group or applied voice (group voice may be repeated only once for credit); MUS 127, 167, 262, 264, (262 and 264 require clinical experiences). Students must be enrolled for 1 hour of credit in University Glee Club, Treble Choir, Civic Chorale, Concert Choir, or Madrigal Singers each semester they are in residence, except for the semester in which they student teach. Within this requirement, students must take not less than four semesters in Civic Chorale, Concert Choir, or Madrigal Singers.

Choral-General-Keyboard Sequence: 59 hours in Music required. Required courses: Core requirement and a minimum of 2 semesters of group or applied voice and 5 semesters of group or applied piano; MUS 167, 240 (2 hours required), 262, 264, (262 and 264 require clinical experiences), 330 (piano). Students must be enrolled for 1 hour of credit in University Glee Club, Treble Choir, Civic Chorale, Concert Choir, or Madrigal Singers each semester they are in residence, except for the semester in which they student teach. Within this requirement, students must take not less than four semesters in Civic Chorale, Concert Choir, or Madrigal Singers.

Instrumental-Band Sequence: 60 hours in Music required. Required courses: Core requirement and MUS 111, 113, 115, 117, 161, 167, 261, (111, 113, 115, 117 and 261 require clinical experiences). Students must be enrolled for 1 hour of credit in Symphonic Band, Concert Band, University Band, Jazz Band, Orchestra, or Chamber Wind Ensemble each semester they are in residence, except for the semester in which they student teach. Within this requirement students must take not less than two semesters of marching band nor less than two semesters of a concert band.

Instrumental-Orchestra Sequence: 60 hours required. Required courses: Core requirement and MUS 111, 113, 115, 117, 167, 261, (111, 113, 115, 117, and 261 require clinical experiences), 330 (strings). Student must be enrolled for 1 hour of credit in an orchestra each semester they are in residence, except for the semester in which they student teach.

MINOR IN MUSIC EDUCATION

— 24 to 27 hours in Music required, depending upon sequence selected (student selects one of the five sequences below).

Choral Music Sequence: 26 hours in Music required. Required courses: MUS 101, 102, 167, 264; at least 4 hours of applied music voice (may include Group Instruction Voice); at least 4 hours of applied music keyboard (may include Group Instruction Piano).

General Music Sequence: 26 hours required. Required courses: MUS 101, 102, 167, 262; at least 4 hours of applied music keyboard (may include Group Instruction Piano); at least 4 hours of applied music voice (may include Group Instruction Voice).

Instrumental Music-Winds Sequence: 27 hours required. Required courses: MUS 101, 102, 111, 115, 117, 167, 261; at least 4 hours of applied music brass, percussion, or woodwinds.

Instrumental Music-Strings Sequence: 27 hours required. Required courses: MUS 101, 102, 111, 113, 115, 117, 167, 330 (appropriate string pedagogy and literature course); at least 4 hours of applied music strings.

Bachelor of Music (B.M.) Program

Degree Offered: B.M.

COMPREHENSIVE MUSIC MAJOR

— 68 hours of Music required.

— Required courses: MUS 101, 102, 167, 203, 204, and two courses selected from among MUS 255, 256, 257, and 258; one applied music course on the major instrument each semester (may include Group Instruction Voice or Piano), including the successful completion of at least one semester of 200 level applied music; in addition, students must be enrolled for 1 hour of credit each semester they are in residence in Symphonic Band, Concert Band, Marching Band, Jazz Band, Orchestra, University Glee Club, Treble Choir, Civic Chorale, Concert Choir, Madrigal Singers, or Accompanying (for keyboard majors only).

Student also selects one of the five sequences below and completes requirements of that sequence. For students who select the Keyboard-Instrument, Voice-Performance or the Band and Orchestra Instruments sequence, the requirements are: three semesters of 200-level applied music, a partial junior recital, and a senior recital.

Music Theory-Composition Sequence: 12 additional hours in theory, composition, and theory pedagogy; electives to complete 68 hours.

Music History-Literature Sequence: 12 additional hours in music history and problems in music history; electives to complete 68 hours.

Keyboard Instrument Sequence: Performance/Pedagogy (Piano, Organ, Harpsichord): 4 hours of pedagogy and literature (MUS 330); 2 hours of functional keyboard skills and sight-reading (MUS 122); 4 hours of accompanying (MUS 240). This may be 4 of the 8 hours in music performing organizations required of BM majors. Students may choose to substitute 2 additional hours of MUS 330 in lieu of the senior recital; electives to complete 68 hours.

Voice Performance Sequence: Music 127 and 2 hours in vocal pedagogy and literature; electives to complete 68 hours.

Band and Orchestra Instruments Performance Sequence: 2 hours in pedagogy and literature on appropriate instrument; electives to complete 68 hours.

Music Therapy Certification Program

A music major who completes the requirements for a B.S., B.A., or B.M.E. degree, and who completes the required courses listed below in addition to a six-month internship sanctioned by the National Association for Music Therapy, Inc., may be certified as a registered music therapist. Required Music courses include: MUS 111, 113, 115, 117, 122, 126, 167, 194, 292 (4 hrs), 294, 340, 341, 360, 362, and 398. A competency test is required in guitar and piano. Required additional courses in other departments include: HPR 181; PSY 231, 232, 240, 346; SAS 106 or 180. Students enrolled in Music Therapy must meet the requirements for a degree in music as well as the requirements established by the National Association for Music Therapy, Inc. Students enrolled in this program may expect to exceed the general University requirement of 120 hours for graduation; 130-136 hours will normally be required to meet both Music Therapy and University requirements for graduation. The prospec-

tive music therapy student is encouraged to contact the Director of Music Therapy Program in the Department of Music before beginning coursework.

Music Courses

100 INTRODUCTION TO MUSIC THEORY 3 US-6

F.S

Pitch and rhythmic notation, major-minor key system, sight reading of simple pitch, rhythmic patterns, diatonic melodies.

101 MUSIC THEORY AND HISTORY 6

F

MUS maj only or cons dept chpns req. Formerly MUSIC THEORY AND LITERATURE.

Principles of rhythmic, melodic, and harmonic analysis; the cultivation of skills in ear training, sight singing, and repertory building; a general historical survey of Western music.

102 MUSIC THEORY AND HISTORY 6

S

MUS 101 or cons Theory Coord req. Formerly MUSIC THEORY AND LITERATURE.

Continuation of analysis techniques and skills-building; concentration on the music history and literature of the 17th and 18th centuries.

106 APPLIED MUSIC LABORATORY 0

Conc reg req with 100 level Applied Music

111 GROUP INSTRUCTION IN BRASS 2

F.S

Incl Clin Exp.

Practical instruction in playing all brass instruments.

113 GROUP INSTRUCTION IN STRINGS 2

F.S

Incl Clin Exp.

Practical instruction in playing the violin, viola, cello and string bass.

115 GROUP INSTRUCTION IN WOODWINDS 2

F.S

Incl Clin Exp.

Practical instruction in playing all woodwind instruments.

117 GROUP INSTRUCTION IN

PERCUSSION 1

F.S

Incl Clin Exp.

Practical instruction in playing and methods of teaching percussion instruments.

118 SOCIAL-CLASS GUITAR 2

Student must supply non-electric guitar. Some sections may be restricted.

121 GROUP INSTRUCTION IN

PIANO 2

F.S

For students who have had little or no formal piano study and who are not music maj or min. Enrollment and placement only by permission of the Group Piano Coord. May be repeated. Max 4 hrs.

Harmonization, sight-reading and transposition, technical studies, and solo ensemble repertoire.

122 GROUP INSTRUCTION IN

PIANO 2

F.S

MUS maj min with little or no keyboard skills. Enrollment and placement by permission of the Piano Coord. A syllabus of piano proficiency requirements is available from the music office and the Group Piano Coord. May be repeated. Max 8 hrs.

126 GROUP INSTRUCTION IN

VOICE 2

F.S

May be repeated.

Practical instruction in singing. English and Italian diction. Successful completion of 126 by audition before members of voice faculty is prerequisite for admission to 137.

127 FOREIGN LANGUAGE DICTION

FOR SINGERS 2

F.S

MUS 126, cons inst or conc reg req.

German and French diction through the study of art songs in both languages.

131 - 138 APPLIED MUSIC 2 or 4 ea

F.S

May be repeated. Permission of appropriate coord one sem in advance of req. Prereq for MUS 137 described in narrative for MUS 126. Conc reg MUS 106 req.

131, Brass; 132, Harpsichord; 133, Organ; 134, Percussion; 135, Piano; 136, Strings; 137, Voice; 138, Woodwinds.

139 ENSEMBLE 1-2

F.S

May be repeated.

Study and performance of chamber music in a variety of combinations of instruments.

141 PIANO TUNING I 2

F

Piano Tuning is a course designed to offer tuning techniques as well as maintenance and mechanical information necessary for the care of grand and studio model pianos. Students enrolled in the course will tune, maintain, and repair Department of Music pianos.

151 SURVEY OF MUSIC

LITERATURE 3 US-6

F.S

Music representative of the various periods and styles.

152 MUSIC OF 20TH CENTURY

AMERICA 2

F.S

MUS 151 or cons inst req.

Particular eras, media, and styles are explored.

153 BLACK MUSIC I 3 US-6

F

A survey of those musical elements — rhythm, improvisation, vocal inflections, call and response — that define Black Folk Music.

154 BLACK MUSIC II 3

S

A survey of Black composers, arrangers, performers, and educators in the areas of Jazz, Blues, Gospel, Spirituals, Rhythm and Blues, and Western Classical music in the 20th century.

161 MARCHING BAND

TECHNIQUES 2

F.S

Conc reg with participation in marching band, or reg during semester immediately following participation req.

Marching Band organization: field show planning and design.

165 OPERA PRACTICUM 1

F.S

May be repeated.

Practical experience in the staging of an opera or musical, with work ranging from set construction to leading roles.

167 BASIC CONDUCTING 2

F.S

Fundamentals, score reading, rehearsal procedures and practical experience in work with choral or instrumental media.

171 BASIC MUSIC SKILLS 2

F.S

Formerly MUSIC SKILLS FOR CLASSROOM TEACHERS.

Basic skills and fundamentals of music for students in the Elementary and Special Education curricula who do not read music.

181 - 188 PERFORMING ORGANIZATIONS 1 F.S

Max 12 hours of 181 - 188 and 281 - 288 may be counted toward a degree.

Participation in the major organizations; 181, Symphonic Concert, or University Band; 182, Symphony Orchestra; 183, Chamber Wind Ensemble; 184, Concert Choir; 185, University Glee Club; 186, Treble Choir; 188, Civic Chorale.

194 PRINCIPLES OF MUSIC THERAPY 3 F.S

Not for credit if had former MUS 190, 191, and 192. Field observations req.

An introduction to music as a therapeutic agent in the rehabilitation and reorganization of the human being into social life. A survey of the history of the National Association for Music Therapy is included, as well as the processes and principles of music therapy as used by practicing music therapists.

203 MUSIC THEORY AND HISTORY 6 F

MUS 102 or cons Theory Coord req.

Contrapuntal techniques, chromatic harmony, and 20th century analytical techniques; concentration on the music history and literature of the 19th and 20th centuries.

204 MUSIC THEORY AND HISTORY 6 S

MUS 203 or cons Theory Coord req.

A study of the theory, history, and literature of Western music from the 6th through the 16th centuries.

205 COMPOSITION 2 F.S

May be repeated.

This course is designed to develop individual creative talents of students in musical composition. Students will progress from the composing of well-balanced musical phrases to works in small forms for piano, choral groups, and small musical ensembles.

206 APPLIED MUSIC LABORATORY 0 F

Conc reg req with 200 level Applied Music.

209 ORCHESTRATION 2 F

Scoring for orchestras and bands, focusing on tonal balance, color, timbre, and technical problems.

210 CHORAL ARRANGING 2 F

Arranging music for large and small vocal ensembles; emphasis on needs of public school vocal teacher.

218 JAZZ IMPROVISATION I 2 F

Cons inst req.

Fundamentals in improvising or extemporaneous playing; opportunity to perform improvised solos, both on standard chord changes and original compositions.

231 - 238 APPLIED MUSIC 2 or 4 ea F.S

May be repeated. Permission of appropriate coord one sem in advance of reg req. Conc reg MUS 206 req.

Advanced brass, 231; harpsichord, 232; organ, 233; percussion, 234; piano, 235; strings, 236; voice, 237; woodwinds, 238.

239 ENSEMBLE 1-2 F.S

May be repeated.

Study and performance of chamber music in a variety of combinations of instruments.

240 ACCOMPANYING 1 F.S

May be repeated.

Technique and skills of accompanying singers and instrumentalists, including experience in providing accompaniments for other students.

250 THE ARTS AND MODERN MAN 3 US-6 F.S

Also offered as ART 250 and THE 250.

Selected works from music, theatre and visual arts that amplify the roles, definitions and capabilities of art as a humanistic value enterprise in contemporary life.

253 MUSIC HISTORY AND LITERATURE THROUGH THE 17TH CENTURY 3 F

Developments, trends, styles, genres and significant composers in Western music history from the Greeks to the time of Bach and Handel.

254 MUSIC HISTORY AND LITERATURE FROM THE 18TH CENTURY TO THE PRESENT 3 S

Developments, trends, styles, genres and significant composers in Western music history from the early Classical period to the Twentieth Century.

255 MUSIC HISTORY AND LITERATURE, 20TH CENTURY 3 F

MUS 204 or cons inst req.

Survey of Twentieth century styles, popular to learned, conventional to avant-garde, with emphasis on the literature of music.

256 MUSIC HISTORY AND LITERATURE OF THE 17TH AND 18TH CENTURIES 3 F

MUS 204 or cons inst req.

Development of music during the 17th and 18th centuries including nationalities, schools, styles, and form.

257 MUSIC HISTORY AND LITERATURE OF THE 19TH CENTURY 3 S

MUS 204 or cons inst req.

Musical developments in the 19th century; romanticism, impressionism, the orchestra, opera, art song, other large and small forms.

258 MUSIC HISTORY AND LITERATURE OF THE RENAISSANCE 3 S

MUS 204 or cons inst req.

Artistic and social conditions of the 15th and 16th centuries in Europe, sacred and secular vocal music, instruments, forms, theoretical practices.

259 AESTHETIC EXPERIENCE 1 F.S

May be repeated. Max 3 hrs. Also offered as ART 259 and THE 259.

One hour of credit is available on a credit-no credit basis for attendance at 15 fine arts events. One class meeting per week is used to introduce future events and to analyze past events.

261 INSTRUMENTAL TECHNIQUES 4 F

C&I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 (2 hrs.) or conc reg req. Incl Clin Exp.

Problems and procedures in developing instrumental classes and organizations.

262 MUSIC EDUCATION 4 F.S

C&I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 (2 hrs.) or conc req. Incl Clin Exp. Cons dept chrpn for non-MUS maj.

Survey of music in the kindergarten and grades one through eight; current practices in teaching music; materials used for singing, listening, rhythmic activities, creating, and playing; planning of music suitable for the activities program.

264 MUSIC EDUCATION 4 F.S

C&I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 (2 hrs.) or conc reg req. Incl Clin Exp. Cons dept chrpn for non-MUS maj.

Problems and procedures in developing vocal classes and choral organizations for grades seven through twelve.

265 OPERA PRACTICUM 1 F.S
May be repeated.

Practical experience in the staging of an opera or musical with work ranging from set construction to leading roles.

268 CONDUCTING (CHORAL) 2 F.S
MUS 167 or cons inst req.

Further development of conducting skills; principles of vocal production, rehearsal procedures, and problems of conducting choral music from all historical periods.

269 CONDUCTING (INSTRUMENTAL) 2 F.S
MUS 167 or cons inst req.

Further development of conducting skills with attention given to interpretation of representative instrumental works of master composers.

270 MUSIC LITERATURE FOR CHILDREN 2 F.S
For teachers, principals, and supervisors in elementary schools.

Music interests of children in the various grades; music literature to develop these interests and promote growth; music suitable for use in various units in activities program.

277 MUSIC EDUCATION IN THE ELEMENTARY GRADES 3 F.S
MUS 171 or cons inst req. For classroom teachers and elementary principals. Not for credit maj or if in Elementary Education Core program.

Techniques and materials for teaching music in kindergarten through six.

281 - 288 PERFORMING ORGANIZATIONS 1 F.S
Max 12 hours of 181 - 188 and 281 - 288 may be counted toward a degree.

Participation in major organizations: 281, Symphonic Concert, or University Band; 282, Symphony Orchestra; 283, Chamber Wind Ensemble; 284, Concert Choir; 285, University Glee Club; 286, Treble Choir; 288, Civic Chorale.

292 MUSIC THERAPY PRACTICUM 1 F.S
May be repeated. Max 4 hrs. Course is offered on a credit/no credit basis only.

Supervised practical experience in therapeutic music situations in various institutions in the area.

294 MUSIC AND RECREATION 3 F.S
MUS 194 or cons inst req. Ability to read music. Field experiences req.

Techniques and skills essential in the prescription, organization and procedures of leading recreational music activities within therapeutic setting. Development of functional skills on social instruments.

301 FORM AND ANALYSIS IN MUSIC 3 F
Structure of music from simple binary and ternary forms to rondo, theme and variations, and sonata forms.

305 COMPOSITION 3 F.S
May be repeated.

Free composition in larger forms.

307 SURVEY OF MUSIC THEORY 2 F
Review of analytical techniques and procedures. Emphasis on tonal music.

309 ADVANCED ORCHESTRATION 3 S
MUS 209 or cons inst req.

330 PEDAGOGY AND LITERATURE 2 F.S
May be repeated. More than one area may be taken concurrently.

Methods of teaching, class and individual instruction; emphasis on technique and a comparison of various teaching procedures. Survey of important literature and composers for each medium. Brass, woodwind, percussion, voice, strings, piano, organ.

331 - 338 APPLIED MUSIC 2 or 4 ea F.S
May be repeated. Permission of appropriate coord one sem in advance of reg req.

Individual instruction: 331, Advanced brass; 332, Harpsichord; 333, Organ; 334, Percussion; 335, Piano; 336, Strings; 337, Voice; 338, Woodwinds.

340 INFLUENCE OF MUSIC ON BEHAVIOR 3 F.S
Sr standing or cons inst req.

A study of the cultural, physiological, and psychological aspects of music with applications to the music therapy field.

341 MUSIC IN THERAPY 3 F.S
MUS 340 or cons inst req.

A study of the theory, current practices, and research in the field of music therapy.

351 THE OPERA 3 F
MUS 204 or cons inst req. Undergrad credit only.

Historical development of opera; emphasis on stylistic elements and trends of the various periods. Plots and music through recordings, piano scores, full scores, live performances.

360 INTRODUCTION TO PSYCHOMUSICOLOGY 3

An introduction to the psychology of music behavior and cognition. Topics include music perception, memory, and learning and their relation to the sensory, formal, and expressive properties of music.

362 FIELD DATA COLLECTION IN MUSIC THERAPY 1 F.S

Sr. standing, MUS 360, or cons inst req.

Field experience in experimental research and behavioral data collection and evaluation as applied to the field of music therapy.

363 CHORAL TECHNIQUES 3 F
Course in conducting or practical experience req.

Choral rehearsal techniques as used in contemporary music education and other choral performance. Materials for learning and repertoire development, emphasizing modern trends.

364 CURRENT ISSUES IN MUSIC EDUCATION 1-3 F

May be repeated. Max 5 hrs.

Current trends in all areas of Music Education. Course is open to both majors and non-majors.

365 OPERA PRACTICUM 1 F.S
May be repeated.

Practical experience in the staging of an opera or musical with work ranging from set construction to leading roles.

371 MUSIC FOR THE EXCEPTIONAL CHILD 3 F.S

Trends in music education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities.

384 OPERA PRODUCTION 3 F.S

Approval Music Theatre Director req. May be repeated.

Problems of presenting specific representative works from music theatre repertoire.

391 MUSICAL STYLES OF THE RENAISSANCE PERIOD 3

MUS 204 req. Formerly MUSICAL STYLES IN THE RENAISSANCE.

An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

392 MUSICAL STYLES OF THE BAROQUE PERIOD 3

MUS 204 req.

An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

394 MUSICAL STYLES OF THE CLASSICAL PERIOD 3

MUS 204 req.

An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

395 MUSICAL STYLES OF THE ROMANTIC PERIOD 3

MUS 204 req.

An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

396 MUSICAL STYLES OF THE TWENTIETH CENTURY 3

MUS 204 req.

An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

398 PROFESSIONAL PRACTICE: CLINICAL INTERNSHIP IN

MUSIC THERAPY 1

F.S.Summer

Acceptance into a clinical training facility affiliated with the National Association for Music Therapy req.

May be repeated. Max 2 hrs.

Professional application of current treatment and evaluation procedures in a clinical setting.

THEATRE (THE)

212 Centennial West

Chairperson: Alvin Goldfarb.

Faculty: Professors: Andreasen, Kirk, Lane, Pritner, Scharfenberg, Sharpham. Associate Professors: Bickley, Goldfarb, Ruyle, Vybird. Assistant Professors: Entwistle, Ervin, Grund, Koertge, LaCasse, Leaf, Ritch, Sabath, Terry, Tobinski, Wainscott.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Theatre Programs

Degrees Offered: B.A., B.S., B.S. in Ed.,

COMPREHENSIVE THEATRE MAJOR

Acting-Directing Sequence: 55 hours in Theatre required. Required courses: THE 100, 101, 110, 111, 112/312, 113/313, 130, 160, 237, 240, 260, 340, 376, 377, and THE electives to complete 55 hours. It is recommended that Acting/Directing students complete at least 6 hours of course work in Physical Education and Dance, to be

selected from the following list: HPR 111, 113, 120, 123, 124, 133.40, 133.41, 133.43, 139, 140, 140.02, 143, 143.02, 163, 165, 166, 167, 269.

Theatre Production Sequence: 55 hours in Theatre required. Required courses: THE 100, 110, 130, 160, 237, 240, 260, 261, 362, 376, 377: 6 hrs. to be selected from THE 330, 331, 333, 361, 363: THE electives to complete 55 hours.

Theatre majors are encouraged to participate in at least one University Theatre production each semester. Credit in THE 102, or 302 may be earned for this participation. Students are encouraged to earn practicum credit in at least four different areas of theatre experience, such as costume, technical, management, acting, lighting, makeup. All students may audition for productions after they have achieved second semester freshman status.

MAJOR IN THEATRE EDUCATION

- 42 hours in Theatre required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: THE 100, 101, 110, 113/313, 130, 160, 185 (2 hrs), 237, 240, 280, 285 (2 hrs), 376, 385 and one course selected from THE 260, 340 or 341.

Student participation as described under the Comprehensive Theater Major applies to this program also. Students are required to enroll in THE 185/285 for a minimum of 1/2 credit hour their first semester and to complete a total of 4 credit hours of prescribed field activities in Theatre Education as a part of their program. The department recommends that students who plan to teach in high school take COM 125, 160, and 223.

MINOR IN THEATRE

- 24 hours in Theatre required.
- Required courses: 100, 101, 110, 130, 160, and 240; 4 hours from 376 and 377; THE electives to complete 24 hours.

MINOR IN THEATRE EDUCATION

- 24 hours in Theatre required.
- Required courses: THE 100, 101, 110, 160, 240, 260, 385 and THE electives to complete 24 hours.

The department recommends that students who plan to teach in high school take COM 125, 160 and 223.

Bachelor of Fine Arts (B.F.A.) Theatre Program

Degree Offered: B.F.A.

The Bachelor of Fine Arts Degree is conceived by the Department of Theatre as: (1) a professional undergraduate program that prepares students in a more highly specialized and directed way to enter professional fields in acting and costume/stage design, and graduate programs in the fine arts; (2) a program devised for the student devoted to a career in the fine arts; (3) a program where students may receive early recognition, specialized career guidance, and achieve a level of competency that permits them to compete for career opportunities in the field of theatre (acting and costume/stage design); and (4) a program that permits a high degree of concentration in specific subject areas.

COMPREHENSIVE B.F.A. THEATRE MAJOR

Acting Sequence: 68 hours in Theatre and related areas required. Required courses: THE 100, 101, 110, 111, 112/312, 113/313, 130, 160, 210, 211, 237, 240, 317, 318, 319, 320, 321, 322, 323, 340, 376, and 377. Elective courses: 3 hours of Theatre electives, and 8 hours of Dance/Physical Education electives.

Costume/Design Sequence: 68 hours in Theatre and related areas required. Required courses: THE 100, 110, 130, 160, 237, 240, 260, 261, 362 363, 376, 377; ART 155, 156, 257; and at least one hour of THE 364 each semester after acceptance into the BFA program up to a maximum of 6 hours. In addition, requirements for students specializing in costume include THE 330, 331, 332, and 333; requirements for students specializing in Scene Design include THE 361, 365, 367, and HEC 238. Additional Theatre electives to complete major requirements.

Theatre Courses

100 INTRODUCTION TO THE LITERATURE OF THE THEATRE 3 F.S

Formerly THE 111.

Survey of literature of theatre from the Greeks to the present. Emphasis is on the study of structure, genres, and history of the period in which the play was produced.

101 ORAL INTERPRETATION OF LITERATURE 3 F.S

Some sections reserved for Theatre or Mass Communication majors. Formerly THE 141.

The individual performance of non-dramatic literature as a means of improving performance skills and as an approach to the study of literature.

102 THEATRE PRACTICUM 1-2 F.S

Formerly THE 150. May be repeated. Course offered on a credit/no credit basis only.

Production experience in the areas of acting, costume, and scenery preparation, production crew, box office, and stage management.

103 THEATRE ENCOUNTER 1-3 F.S

May be repeated. Max 6 hrs. Not for credit for first semester freshmen. Formerly THE 139.

Student-initiated projects in acting, directing, design, and playwriting presented and critiqued. Emphasis is on process rather than final product.

110 BASIC ACTING 3 F.S

Maj min only. Cons inst req. May be repeated. Max 6 hrs. Formerly THE 134.

Basic skills and concepts of acting. Exploration of the actor's internal (psychological-emotional) resources through exercises, discussions and performance projects.

111 VOCAL TECHNIQUE FOR THE ACTOR 3 S

THE 110 or equiv and cons inst req. Formerly THE 126.

Introductory studies and exercises in relaxation, breathing, alignment, tonal focus and articulation, leading to an understanding of vocal life and the special vocal demands placed upon the actor.

112 IMPROVISATION 3 F

THE 110 or equiv and cons inst req. Not for credit if had THE 312. Formerly THE 152.

Detailed exploration of improvisational skills as a tool for rehearsal and performance.

113 SCRIPTED MATERIAL 3

THE 110 or equiv and cons inst req. Not for credit if had THE 313. Formerly THE 153.

Analysis, rehearsal and performance of representative scripts.

114 ACTING STYLE:DISCOVERY AND PERFORMANCE 3 F.S

THE 110 or equiv and cons inst req. May be repeated. Formerly THE 136.

Analysis, rehearsal and performance technique examined through the work of a particular playwright.

115 ACTING: EXPLORING CHARACTERIZATION THROUGH ANIMAL EXERCISES 3 S

THE 110 or equiv and cons inst req. May be repeated. Formerly THE 135.

Techniques of actor research and characterization using animal models. Exploration of primitive behavior patterns requiring the actor's total physical and psychological commitment.

116 ACTING FOR THE MUSICAL THEATRE 3 S

Cons inst req. Not for credit if had THE 316. Formerly THE 138.

A study of acting problems inherent in performing for various forms of musical theatre. Work to include preparation of musical numbers and scenes.

117 SPECIALIZED VOCAL TECHNIQUE I 3 F

THE 111 and cons inst req. Formerly THE 127.

Advanced studies in vocal discipline for actors, including exercises in breath control, relaxation, alignment, tonal focus and articulation.

130 INTRODUCTION TO COSTUME 3 F.S

Lab arranged. Materials charge optional. Formerly THE 125.

Study and practical application of costume construction techniques and the study of basic costume design practice.

150 INTRODUCTION TO THE THEATRE 3 US-6 F.S

Not for credit THE maj min. Formerly THE 101.

Special attention to the productions being given during the semester.

151 HISTORY OF THE THEATRE IN WESTERN CULTURE 3 US-2 F.S

Not for credit maj min.

An introductory survey of the history of the Western theatre from its origins to the present, with particular emphasis on the influences of previous theatrical periods on the theatre of our time.

152 EXPLORING THE RESIDENCE HALL EXPERIENCE THROUGH DRAMA 3 F.S

Formerly THE 132.

Residence life is explored through creative drama, that is used as a content area and as a problem-solving strategy for personal growth.

153 INTRODUCTION TO ACTING 3 F.S

Not for credit maj min. Formerly THE 131.

Introduction to process and nature of acting; variety of theatre experiences to encourage an understanding and appreciation of actor's craft.

154 INTRODUCTION TO BLACK DRAMA AND THEATRE 3 F

Formerly THE 146.

Exploration of the plays of the Afro-American dramatist

from the Harlem Renaissance to the Black Arts Movement through lecture, discussion, and workshop techniques.

160 STAGECRAFT 3 F.S
Lab req or conc reg. THE 102 or 302 req. Formerly THE 151.

Theory and technique of basic construction and rigging procedures.

170 INTRODUCTION TO FILM ART 3 US-6 F.S
Formerly THE 159 and THE 100.

Artistic and social values of the cinema as a contemporary art form. Screening and discussion of selected films.

171 HISTORY OF THE AMERICAN FILM 3 S
The art and thought of 20th Century American life as interpreted through the film.

183 PUPPETRY 3 F.S
Also offered as ART 183.

Introduction to the performance art of puppetry and its educational applications: history, staging and construction and manipulation of hand, rod, and shadow puppets.

185 CONTINUING ORIENTATION TO THEATRE EDUCATION I 1/2 F.S

Enrollment limited to Theatre Education majors, who must enroll for 1/2 credit per semester for 8 semesters in THE 185 and 285 for a total of 4 hours. Concurrent enrollment may be arranged; exceptions (especially for transfer students) to the semester requirement by consent of the chairperson of the department. Course is structured as a self-instructional program with a series of required experiences and sequential developmental evaluations which are to be completed prior to student teaching. Students will be required to attend formal class meetings during their initial semester to review procedures for observation and participation in individualized field experiences in theatre education. Succeeding semesters of enrollment are on a self-instructional basis with individual conferences scheduled for advisement and assessment. Course is offered on a credit/no credit basis. Materials charge optional.

The principles of administering a secondary school theatre program as a learning facilitator, co-curricular director, and theatre professional.

210 ACTING STYLES FOR ADVANCED UNDERGRADUATES I: EMPHASIS ON CONTENT 4 F

THE 110, 311, 312, 313 or equiv and cons inst req.

Study of acting styles through performance of selected scenes, principal emphasis on evocation of psychological truth.

211 ACTING STYLES FOR ADVANCED UNDERGRADUATES II: EMPHASIS ON FORM 4 S

THE 210 and cons inst req.

Study of acting styles through performance of selected scenes, principal emphases on rhetorical and comic form.

237 STAGE MAKE-UP 2 F.S
THE 100 req. Materials charge optional. Formerly THE 225.

Introduction to make-up technique through lecture-demonstration and laboratory practice. Development of ability in corrective and prosthetic make-up for characterization.

240 PRINCIPLES OF STAGE DIRECTION 3 F.S
THE 100, 160 req. Formerly THE 237.

Acquaints the student with the basic principles of stage

direction and provides a basic vocabulary and methodology.

250 THE ARTS AND MODERN MAN 3 US-6 F.S
Also offered as ART 250 and MUS 250.

Selected works from music, theatre, and visual arts that amplify the roles, definitions, and capabilities of art as a humanistic value enterprise in contemporary life.

259 AESTHETIC EXPERIENCE 1 F.S
May be repeated. Max 3 hrs. Also offered as ART 259 and MUS 259.

One hour of credit is available on a credit/no credit basis for attendance at 15 fine arts events. One class meeting per week is used to introduce future events and analyze past events.

260 TECHNICAL PROCEDURES 3 F.S
THE 160 req. Formerly THE 251.

Procedures and problems of technical production.

261 LIGHTING FOR STAGE AND TELEVISION 3 F

Formerly THE 266.

Instrumentation, aesthetics, application of theatrical and television lighting through classroom-laboratory study.

270 THE DOCUMENTARY IN FILM AND BROADCASTING 3 S

Also offered as COM 270.

Historical, philosophical and theoretical consideration of documentary approach in films, television and radio.

280 CREATIVE DRAMA 3 F.S

Observations and practical activities req. Not for credit if in Elementary Education Core Program. Formerly THE 232.

Study of the theory and use of drama in classrooms, camps, youth groups, and other instructional situations. Provides an awareness of personal creative potential through drama.

285 CONTINUING ORIENTATION TO THEATRE EDUCATION II 1/2 F.S

Materials charge optional. Formerly THE 202.

Continuation of THE 185: The principles of administering a secondary school theatre program as a learning facilitator, co-curricular director and theatre professional.

302 THEATRE PRACTICUM 1-3 F.S

May be repeated. Course offered on a credit/no credit basis only for undergraduates. For graduate credit the course is graded (A-F). Formerly THE 350.

Production experience in the areas of acting, costume, and scenery preparation, production, crew, box office, and stage management.

303 THEATRE ENCOUNTER 1-3 F.S

May be repeated. Max 6 hrs. Cons inst req. MFA students may enroll for credit in each term of residency. Formerly THE 339.

Student-initiated projects in acting, directing, design, and playwriting presented and critiqued. Emphasis is on process rather than final product.

309 DIRECTED PROJECTS 1-3 F.S

Cons inst req. May be repeated. Formerly THE 380.

Individually supervised study for the advanced student.

311 VOCAL TECHNIQUE FOR THE ACTOR 3 S

THE 110 or equiv and cons inst req. Formerly THE 326.

Introductory studies and exercises in relaxation, breathing, alignment, tonal focus and articulation, leading to an understanding of vocal life and the special vocal demands placed upon the actor.

312 IMPROVISATION 3	F	330 THEATRICAL COSTUME DESIGN 3 S
<i>THE 110 or equiv and cons inst req. Not for credit if had THE 112. Formerly THE 352.</i>		<i>THE 130 req. May be repeated. Max 6 hrs toward master's degree. MFA student may enroll for credit in each term of residency. Formerly THE 377.</i>
Detailed exploration of improvisational skills as a tool for rehearsal and performance.		Research and practical application to theatrical costume designing; use of dramatic analysis.
313 SCRIPTED MATERIAL 3	S	331 HISTORY AND STYLES OF STAGE COSTUMING 3 F
<i>THE 110 or equiv and cons inst req. Not for credit if had THE 113. Formerly THE 353.</i>		<i>THE 130 req. Formerly THE 334.</i>
Analysis, rehearsal and performance of representative scripts.		The costume's reflection of cultural and social milieu, and the costume's application to the stage.
314 ACTING STYLE: DISCOVERY AND PERFORMANCE 3	F,S	332 COSTUME CONSTRUCTION 3 S
<i>THE 110 or equiv and cons inst req. May be repeated. Formerly THE 336.</i>		<i>THE 130 and cons inst req. Lab arranged.</i>
Analysis, rehearsal and performance technique examined through the work of a particular playwright.		Pattern drafting, draping, fitting, and specialized construction techniques for the theatrical costume craftsman.
315 ACTING: EXPLORING CHARACTERIZATIONS THROUGH ANIMAL EXERCISES 3	S	333 COSTUME CRAFTS 3
<i>THE 110 or equiv and cons inst req. May be repeated. Formerly THE 335.</i>		<i>THE 130 req. Materials charge optional. Formerly THE 325.</i>
Techniques of actor research and characterization using animal models. Exploration of primitive behavior patterns requiring the actor's total physical and psychological commitment.		Theory and technique of costume construction and use of special materials.
316 ACTING FOR THE MUSICAL THEATRE 3	S	340 DIRECTING WORKSHOP 3 F,S
<i>Cons inst req. Not for credit if had THE 116. Formerly THE 338.</i>		<i>THE 240 req. May be repeated. Max 6 hrs toward degree program. Formerly THE 337.</i>
A study of acting problems inherent in performing for various forms of musical theatre. Work to include preparation of musical numbers and scenes.		Principles and methodologies of stage direction applied to particular problems in a workshop format.
317 SPECIALIZED VOCAL TECHNIQUE I 3 F		341 ORAL INTERPRETATION OF LITERATURE II 3 S
<i>THE 111 or equiv and cons inst req. Formerly THE 327.</i>		<i>THE 101 req.</i>
Advanced studies in vocal discipline for actors, including exercises in breath control, relaxation, alignment, tonal focus and articulation.		A study of the group forms of Interpretation--Readers Theatre and Chamber Theatre, with experiences to provide the student with practical applications of theory and principle.
318 SPECIALIZED VOCAL TECHNIQUE II 3 S		344 PRINCIPLES OF THEATRE MANAGEMENT 3 S
<i>THE 317 or cons inst req. Formerly THE 328.</i>		<i>Lab arranged. Formerly THE 360.</i>
Further development of the actor's vocal discipline and resources focusing on specialized textual study, character acting and vocal improvisation.		Course introduces and demonstrates the practices and procedures of theatre management in today's theatre.
319 STAGE DIALECTS 3	F	348 PLAYWRITING 3 S
<i>THE 318 or equiv and cons inst req.</i>		<i>Also offered as ENG 348.</i>
Emphasis on acquiring performance facility in a number of representative stage dialects.		Playwriting techniques of selected masters with practical application of techniques in writing original plays.
320 STAGE MOVEMENT I 3	F	361 ADVANCED STAGE LIGHTING 3 S
<i>Cons inst req.</i>		<i>THE 160, 260 req. Formerly THE 330.</i>
Fundamental principles of stage movement; physical improvisation; traditional stage deportment; performing in period costumes.		Lighting design for proscenium and non-proscenium production; attention to system design.
321 STAGE MOVEMENT II 3	F	362 STAGE DESIGN 3 F
<i>THE 320 and cons inst req.</i>		<i>THE 160, 260 req. Formerly THE 331.</i>
Advanced movement techniques including a study of period dances, stage violence, and mime.		Nature, function, and aesthetics of scene design, with practice in composition.
322 AUDITIONING 3	F	363 ADVANCED DESIGN 3 S
<i>THE 314 or 411 and cons inst req.</i>		<i>THE 362 req. May be repeated. Max 6 hrs toward master's degree. MFA student may enroll for credit in each term of residency. Formerly THE 340.</i>
Preparation, performance and evaluation of numerous audition projects; discussion of the actor's search for employment in the professional theatre.		Intensive work in the areas of design and rendering for the stage; emphasis upon new materials and techniques.
323 DIAGNOSTIC STUDIO FOR ACTORS 3 S		364 ADVANCED PROJECTS IN DESIGN 2-4 F,S
<i>THE 322 and cons inst req.</i>		<i>May be repeated. Formerly THE 342.</i>
Performance work specifically and individually devised to treat the diagnosed needs of each student's development as an actor.		A study of design and production problems as they relate to productions being mounted by the Department of Theatre. Emphasis placed upon creative and collaborative aspects of producing theatre.
365 SCENE PAINTING 3	F	
		Development of the skills necessary for the organization,

preparation, and execution of painted scenery for the stage.

367 SCENOGRAPHIC TECHNIQUES 3 S
IT 210 or equiv req. Formerly THE 349.

A study of descriptive geometry and drafting techniques that are necessary in developing three dimensional stage space and scenic units into plans, elevations, and working drawings.

370 HISTORY OF THE CINEMA 3 F,S
Lab: screening of significant films. Formerly THE 300.

Historical and aesthetic development of the cinema.

371 FILM THEORY AND CRITICISM 3 F
Formerly THE 365.

Theories relating to art of filmmaking.

376 THEATRE HISTORY I 4 F
THE 100 req. Formerly THE 346.

The study of the history of drama and theatrical production from their origin to approximately 1775.

377 THEATRE HISTORY II 4 S
THE 100, 376 req. Formerly THE 347.

The study of the history of drama and theatrical production from the late eighteenth century to the present.

378 SHAKESPEARE ON STAGE 3 Summer
May be repeated once. Also offered as ENG 378.

An intensive study of Shakespeare's plays in production. For the student with adequate familiarity with Shakespeare and his works.

380 ADVANCED CREATIVE DRAMA 3 F,S
THE 280 or C&I 250 req. Formerly THE 332.

In-depth work in creative drama. Includes drama experiences, examining theories comparing teacher strategies, and developing curricula.

381 CREATIVE DRAMA PRACTICUM 2-3 F,S
THE 280 or C&I 250 and cons inst req. Formerly THE 333. Course offered on a credit/no credit basis only for undergraduates. For graduate credit, the course is graded (A-F).

Students will gain practical experience in creative drama teaching by leading a class in drama under faculty supervision for a semester.

385 PRINCIPLES OF THEATRE EDUCATION 5 F
THE 285, C&I 200 (6 hours) or 200.03 (grade of C or better req.) or 215 (2 hours) or conc reg req. Incl Clin Exp. Formerly THE 301.

Philosophies of theatre education, teaching strategies, co-curricular programs, textbook analyses, professional organizations, and related field experience.

University Faculty and Administrative Staff

The following is a list of faculty and administrative staff members as of the first semester of the 1981-82 academic year. The listing reflects academic ranks, titles, and assignments in effect during 1981-82. The date following the name of the person indicates the year of joining the Illinois State University staff. Only the highest academic degree is indicated for each faculty member.

Ibrahim I. Abd El-Gawad (1981)

Adjunct Professor of Chemistry
Ph.D., Azhar University (Cairo)

Ahmed A. Abdel-Halim (1970)

Chairperson, Department of Management and Marketing
Professor of Management
Ph.D., University of Illinois

Ellen M. Abshire (1960)

Assistant Professor of Physical Education
M.S., Indiana University

John Q. Adams (1978)

Community Education Specialist
Instructor in Education
(Department of Curriculum and Instruction)
M.S. in Ed., Indiana University

Steven L. Adams (1976)

Associate Director of Admissions and
Coordinator of School and College Relations
B.S., Illinois Wesleyan University

Vernon A. Adams (1970)

Assistant to the President of the University
Ph.D., University of Illinois

Laura L. Addison (1962)

Assistant Librarian
Associate Professor of Library Science
M.A., University of Denver

Rodney J. Ahitow (1980)

Adjunct Lecturer in Criminal Justice Sciences
M.A., Bradley University

Souzan M. Aki (1981)

Adjunct Instructor in Chemistry
M.Sc., Mansoura University (Egypt)

Larry T. Albaugh (1978)

Faculty Associate in University High School
B.S. in Ed., Illinois State University

Richard N. Albert (1960)

Assistant Professor of English
(Department of English,
University High School)

M.S., The University of Wisconsin

Vicky N. Albert (1979)

Assistant Professor of Social Work
MSW, University of Illinois

Michael J. Alderson (1981)

Instructor in Finance
M.S., University of Illinois

Jean C. Alexander (1979)

Assistant Professor of Russian
Ph.D., University of Toronto

Wilma J. Alexander (1970)

Professor of Business Education and Administrative Services
Ed.D., Oklahoma State University

Robert B. Allan (1978)

Lecturer in Music
M.S. in Ed., Illinois State University

Dennis H. Allridge (1980)

Director, Illinois Special Olympics
B.S., Eastern Illinois University

Donald R. Allen (1978)

Assistant to the Director of Measurement and Evaluation Service
B.S., Illinois State University

Richard E. Allen (1963)

Associate Professor of English
Ph.D., Washington University

James J. Alstrum (1981)

Assistant Professor of Spanish
Ph.D., Vanderbilt University

Stanley G. Aman (1981)

Assistant Professor of Industrial Technology
Ed.D., Auburn University

George T. Amerson (1978)

Associate Professor of Education
(Department of Specialized Educational Development)

Ed.D., University of Oregon

Stephanie H. Amster (1970)

Associate Professor of Art

M.F.A., The University of Texas

Susan F. Amster (1972)

Associate Professor of Art

Ph.D., The University of Texas

Barbara S. Anderson (1981)

Assistant Librarian

Instructor in Library Science

M.L.S., University of Pittsburgh

Edward T. Anderson (1965)

Dean, College of Continuing Education and Public Service

Professor of Industrial Technology

Ed.D., University of Illinois

Frances E. Anderson (1970)

Professor of Art

Ed.D., Indiana University

Gregory L. Anderson (1980)

Lecturer in Criminal Justice Sciences

M.A., Sangamon State University

Karen L. Anderson (1977)

Director of Laboratory School Special Education

Adjunct Instructor in Education

(Department of Curriculum and Instruction)

Ed.D., Illinois State University

Louis E. Anderson (1981)

Adjunct Instructor in Sociology

M.A., Illinois State University

Roger C. Anderson (1976)

Professor of Plant Ecology

Ph.D., The University of Wisconsin

Ronny C. Anderson (1973)

Assistant Dean of Student Affairs

M.A., The University of Chicago

Louis E. Andrade (1967)

Assistant Professor of Philosophy

Ph.D., The University of Nebraska

Edward A. Andreasen (1967)

Professor of Theatre

M.A., Michigan State University

Wayne D. Andrews (1977)

Associate Professor of Industrial Technology

Ed.D., West Virginia University

Phillip J. Aneski (1980)

Assistant Professor of Chemistry

Ph.D., St. Louis University

Larry D. Anthon (1980)

Adjunct Instructor of Physical Education

M.S., Utah State University

Sowah Anyetei (1981)

Assistant Professor of Economics

Ph.D., Northwestern University

William T. Archibald (1981)

Faculty Assistant in Economics

B.S., Illinois State University

Susan B. Arkless (1978)

Faculty Associate in Laboratory Schools Special Education

B.S. in Ed., Illinois State University

JoAnne Arkow (1981)

Faculty Assistant in Accounting

B.S., Illinois State University

Donald J. Armstrong (1966)

Professor of Music

D.M.A., The University of Texas

Joseph E. Armstrong (1978)

Assistant Professor of Botany

Ph.D., Miami University

Randall L. Arney (1981)

Assistant Professor of Theatre

M.F.A., Illinois State University

Karen S. Arnold (1981)

Faculty Associate in Metcalf Elementary School

B.S. in Ed., Illinois State University

Candace J. Arthur (1977)

Assistant Librarian

Assistant Professor of Library Science

M.S., University of Illinois

Barbara G. Artman (1981)

Head Teacher, Child Care Center

B.S. in Ed., Illinois State University

Linda D. Ash (1972)

Director, College of Education Instructional Materials Laboratory

(Department of Specialized Educational Development)

M.S., University of Illinois

George F. Aspbury (1970)

Assistant Professor of Geography

Ph.D., The University of Michigan

Roy A. Austensen (1969)

Associate Professor of History

Ph.D., University of Illinois

Nathan J. Averick (1980)

Adjunct Professor of Medical Technology

M.D., University of Illinois-Chicago

J.D., John Marshall Law School

Ahmed Naguib Azim (1981)

Visiting Professor of Management

Ph.D., University of Illinois

Kevin T. Baaske (1979)

Instructor in Communication

M.A., The University of Wisconsin-Milwaukee

Walter F. Baber (1979)

Assistant Professor of Political Science

Ph.D., The University of North Carolina

G. Thomas Baer (1974)

Associate Professor of Education

(Department of Curriculum and Instruction)

Ed.D., Northern Illinois University

Donald R. Baker (1981)

Assistant Professor of Social Work

M.S.W., The University of Texas at Arlington

Paul J. Baker (1965)

Professor of Sociology

Ph.D., Duke University

Robert L. Baker (1971)

Associate Professor of Education

(Department of Specialized Educational Development)

Ed.D., Syracuse University

Sharon A. Baker (1981)

Faculty Assistant in Music

B.A., Kent State University

Margaret K. Balbach (1973)

Associate Professor of Plant and Soil Science

Ph.D., University of Illinois

Leave of Absence, 1981-82 School Year

Brian J. Baldeu (1981)

Instructor in Recreation

M.S., University of Illinois

Linda A. Ball (1979)

Faculty Associate in Metcalf Elementary School

M.S. in Ed., Illinois State University

K. Gerald Ball (1963)

Assistant Professor of English

M.S., Utah State University

Wilson P. Banks (1963)

Assistant Professor of Mathematics

Ph.D., University of Illinois

Wendy S. Bareither (1979)

Faculty Associate in Laboratory Schools Special Education

B.S. in Ed., Illinois State University

George Barford (1947)

Professor of Art

M.A., Columbia University

Drucilla K. Barker (1981)

Faculty Assistant in Economics

B.A., Sonoma State University

Jerrold E. Barnett (1980)

Visiting Assistant Professor of Psychology

Ph.D., The Pennsylvania State University

Michael L. Barnhardt (1977)

Assistant Professor of Geography

Ph.D., University of Illinois

Mary T. Barr (1981)

Lecturer in Art

M.S., Illinois State University

James T. Barres (1981)

Assistant Professor of Economics

M.A., Rutgers University

David A. Barrett II (1980)

Adjunct Professor of Medical Technology

M.D., Marquette University

Steven C. Barrowes (1979)

Assistant Professor of Physics

Ph.D., University of Utah

Carolyn Z. Bartlett (1979)

Associate Director of Admissions and Records

Ed.D., Illinois State University

Ruth W. Barton (1980)

Instructor in Applied Computer Science

M.A., Wayne State University
Vijaya L. Baru (1981)
 Faculty Assistant in Chemistry
 M.Sc., University of Delhi (India)

Barry B. Bass (1980)
 Lecturer in Criminal Justice Sciences
 M.A., Illinois State University

Buford H. Bass (1951)
 Head Baseball Coach
 Professor of Physical Education
 Ed.D., Louisiana State University

Steven R. Bastian (1979)
 Instructor in Management
 M.Acc., Brigham Young University

Catherine N. Batsche (1977)
 Assistant Professor of Home Economics
 Ph.D., Illinois State University

Everett E. Bauer (1970)
 Professor of Education
 (Department of Specialized Educational Development)
 Ed.D., Illinois State University

Michael C. Baum (1977)
 Counselor, Student Counseling Center
 Assistant Professor of Psychology
 Ph.D., The University of Texas at Austin

Dallas W. Bauman III (1977)
 Associate Director of Residential Life
 Ph.D., Illinois State University

Bruce I. Bayer (1981)
 Lecturer in Industrial Technology
 B.S., Drexel University

Edna F. Bazik (1978)
 Assistant Professor of Mathematics
 Ph.D., Southern Illinois University

Barbara B. Beccue (1981)
 Associate Professor of Applied Computer Science
 Ph.D., University of Illinois

Barbara A. Becker (1981)
 Instructor in Mathematics
 M.S., Illinois State University

Kenneth R. Beckman (1960)
 Assistant Professor of Special Education
 (Department of Specialized Educational Development)
 Adv. Cert. in Ed., University of Illinois

Russell B. Bedford (1972)
 Professor of Music
 M.M., The University of Michigan

Charlene H. Behrends (1978)
 Faculty Associate in Metcalf Elementary School
 M.S. in Ed., Illinois State University

Larry K. Belknap (1979)
 Assistant Professor of Recreation
 Re.D., Indiana University

Claude A. Bell (1956)
 Associate Professor of Industrial Technology
 Ed.D., University of Missouri

Janet S. Bell (1981)
 Counselor, Special Services for Disadvantaged Students
 M.S. Ed., Illinois State University

Khelil Ben Afia (1980)
 Assistant Professor of Quantitative Methods
 Ph.D., University of Illinois

Dan Benardot (1981)
 Assistant Professor of Home Economics
 Ph.D., Cornell University

Helen B. Benjamin (1946)
 Assistant Professor of Business Education and Administrative Services
 Ph.D., The University of Iowa

Robert J. Berger (1976)
 Counselor, Student Counseling Center
 Assistant Professor of Psychology
 Ed.D., New York University
 Deceased July, 1981

Laurie L. Bergner (1978)
 Lecturer in Psychology
 Ph.D., University of Colorado

Raymond M. Bergner (1977)
 Associate Professor of Psychology
 Ph.D., University of Colorado

Kenneth N. Berk (1968)
 Professor of Mathematics
 Ph.D., University of Minnesota

Laura E. Berk (1969)
 Professor of Psychology
 Ph.D., The University of Chicago

Joan M. Besing (1981)
 Instructor in Speech Pathology and Audiology
 M.S., Illinois State University

Norman C. Bettis (1974)
 Associate Professor of Education
 (Department of Curriculum and Instruction)
 Ph.D., Michigan State University

Julia J. Bewsey (1960)
 Assistant Librarian
 Assistant Professor of Library Science
 M.A., Indiana University

Jon F. Bibb (1975)
 Assistant Professor of Marketing
 M.B.A., University of Missouri

C. Eric Bickley (1953)
 Associate Professor of Theatre
 M.S., The University of Wisconsin

Martha R. Bickley (1964)
 Assistant Professor of Business Education and Administrative Services
 M.S., Illinois State University

Joan E. Bielefeldt (1975)
 Instructor in Accounting
 M.B.A., Illinois State University

John F. Binning (1981)
 Assistant Professor of Psychology
 M.A., The University of Akron

Date E. Birkenholz (1962)
 Professor of Ecology
 Ph.D., University of Florida

Jane M. Birkenholz (1972)
 Associate Professor of Education
 (Department of Specialized Educational Development)
 Ph.D., The University of Texas

Ferman Bishop (1960)
 Professor of English
 Ph.D., The University of Wisconsin

Susan A. Bissonnette (1981)
 Head Women's Gymnastics Coach
 B.S., Michigan State University

Beverly K. Bivans (1976)
 Faculty Associate in University High School
 M.S. in Ed., Southern Illinois University

Alton J. Bjork (1968)
 Professor of Education
 (Department of Curriculum and Instruction)
 Ed.D., Columbia University

Marilyn F. Blank (1980)
 Faculty Associate in Metcalf Elementary School
 B.S. in Ed., Emporia Kansas State College

Roger D. Blomgren (1949)
 Professor of Industrial Technology
 Ed.D., University of Illinois

Robert J. Blondin (1977)
 Instructor in Applied Computer Science
 M.S., University of Notre Dame

Harold D. Blue (1982)
 Instructor in Communication
 M.S., University of Illinois

Barbara L. Blunk (1963)
 Faculty Associate in University High School
 M.S., Illinois State University

John K. Boaz (1965)
 Assistant Vice President for Administrative Services
 Acting Director of University Museums
 Associate Professor of Communication
 Ph.D., Wayne State University

Stanley J. Bobowski (1980)
 Adjunct Professor of Medical Technology/Health Sciences
 M.D., University of Manitoba (Canada)

Harold L. Bock (1975)
 Acting Chief Medical Advisor
 Staff Physician, University Health Service
 M.D., University of Illinois
 Deceased February, 1981

Walter F. Bock (1966)
 Associate Professor of Art
 M.A., University of California at Berkeley

George R. Bodmer (1979)
 Assistant Professor of English
 Ph.D., Indiana University

Willard Bohn (1981)
 Assistant Professor of French
 Ph.D., University of California - Berkeley

James A. Boitos (1971)
 Assistant Professor of Music
 M.M., Northwestern University

Charles W. Bolen (1970)
 Dean, College of Fine Arts
 Professor of Music
 Ph.D., Indiana University

Ann T. Bolkcom (1981)
 Instructor in Communication
 M.S., Illinois State University

James W. Bommarito (1967)
 Professor of Special Education
 (Department of Specialized Educational Development)
 Ed.D., Wayne State University

Shawn K. Bonath (1981)
 Assistant Director, Historic Sites Division (MARC)
 (Department of Sociology, Anthropology, and Social Work)
 M.S., The Florida State University

Jacqueline F. Bontemps (1974)
 Director, Center for Ethnic Studies
 Associate Professor of Art
 Ed.D., Illinois State University

Stephene D. Booth (1982)
 Instructor in History
 M.S., Illinois State University

Leon E. Bootha (1980)
 Vice President and Provost of the University
 Associate Professor of History
 Ph.D., University of Illinois

Paul W. Borg (1981)
 Assistant Professor of Music
 M.M., Arizona State University

Harold J. Born (1961)
 Chairperson, Department of Physics
 Professor of Physics
 Ph.D., Iowa State University

Patti L. Bovee (1981)
 Assistant Gymnastic Coach
 B.A., Spring Arbor College

Mack L. Bowen (1971)
 Professor of Education
 (Department of Specialized Educational Development)
 Ph.D., University of Illinois

Clarence A. Bowman (1978)
 Assistant Professor of Speech Pathology and Audiology
 Ph.D., University of Illinois

Mary D. Bowman (1981)
 Faculty Associate in Metcalf Elementary School
 B.A., Augustana College

Fay F. Bowen (1968)
 Professor of Education
 (Department of Specialized Educational Development)
 Ed.D., The University of New Mexico

Harold E. Boyd (1965)
 Professor of Art
 M.F.A., The University of Kansas

John R. Boyd (1978)
 Faculty Associate in University High School
 M.A., Illinois State University

Mary Ann Boyd (1975)
 Faculty Associate in University High School
 M.A., Illinois State University

Judith Boyer (1968)
 Associate Vice President for Student Affairs
 M.A., Illinois State University

George J. Brabb (1975)
 Professor of Management
 Ph.D., University of Illinois
 Leave of Absence, First Semester, 1981-82 School Year

Louis V. Brackett (1981)
 Instructor in Recreation
 M.S., University of Utah

Michele E. Branson (1977)
 Assistant Librarian
 Instructor in Library Science
 M.S., University of Illinois

Steven D. Brant (1978)
 Instructor in Accounting
 M.S., Illinois State University

Rebecca W. Branum (1981)
 Diving Coach
 M.S., Illinois State University

Sophronica D. Breedlove (1979)
 Counselor, Student Counseling Center
 M.S., Virginia State University

Karen A. Bremberg (1978)
 Faculty Associate in University High School

Ed.D., Illinois State University
Alma B. Bremer (1950)
 Assistant Professor of Home Economics
 A.M., University of Illinois

William I. Brevda (1980)
 Assistant Professor of English
 Ph.D., The University of Connecticut

Richard K. Brewer (1979)
 Associate Professor of Applied Computer Science
 Ph.D., University of Wisconsin-Madison
 Leave of Absence, 1981-82 School Year

John L. Brickell (1978)
 Associate Professor of Education
 (Department of Educational Administration
 and Foundations)
 Ph.D., University of Oregon

Roger D. Bridges (1974)
 Lecture in History
 Ph.D., University of Illinois

John E. Briggs (1976)
 Faculty Associate in University High School
 M.S. in Ed., Illinois State University

Benton K. Bristol (1965)
 Professor of Agricultural Mechanics
 Ed.D., The Pennsylvania State University

Herman E. Brockman (1963)
 Professor of Genetics
 Ph.D., The Florida State University

Dwight E. Brooks (1980)
 Instructor in Communication
 M.A., The Ohio State University

Irene T. Brosnahan (1968)
 Associate Professor of English
 Ph.D., Georgetown University
 Leave of Absence, 1981-82 School Year

Leger N. Brosnahan (1968)
 Associate Professor of English
 Ph.D., Harvard University
 Leave of Absence, 1981-82 School Year

Valerie J. Bross (1976)
 Assistant Librarian
 Instructor in Library Science
 M.A.L.S., The University of Michigan
 Leave of Absence, August 16, 1981
 through August 15, 1982

Charles L. Brown (1974)
 Coordinator of Student Services in the
 High Potential Students Program
 Ph.D., Illinois State University

Janice E. Brown (1974)
 Faculty Associate in Metcalf Elementary School
 M.S. in Ed., Illinois State University

Lauren E. Brown (1967)
 Professor of Vertebrate Zoology
 Ph.D., The University of Texas

Lester E. Brown (1974)
 Associate Professor of Education
 (Department of Curriculum and Instruction)
 Ph.D., University of Minnesota

Lynne H. Brown (1960)
 Associate Professor of Mathematics
 Ph.D., The University of Iowa

Mary J. Brown (1967)
 Assistant Librarian
 Associate Professor of Library Science
 A.M., Indiana University

Sandra C. Brown (1979)
 Faculty Associate in University High School
 M.S., Illinois State University

Shirley M. Brown (1979)
 Instructor in Mathematics
 M.S., Illinois State University

Leonard A. Brubaker (1964)
 Associate Professor of Education
 (Department of Curriculum and Instruction)
 Ph.D., The Ohio State University

James F. Bruback (1956)
 Assistant Professor of Marketing
 M.A., Ball State University

Pamela R. Brueckner (1976)
 Assistant Professor of Art
 M.F.A., Rochester Institute of Technology

Larry J. Brumbaugh (1979)
 Assistant Professor of Applied Computer Science
 M.S., University of Kentucky
 A.M., West Virginia University

David P. Brunner (1980)
 Assistant Professor of Microbial Genetics
 Ph.D., Miami University (Ohio)

Phyllis B. Bruno (1981)
 Faculty Associate in Laboratory Schools
 Special Education
 B.S. in Ed., Illinois State University

Michael A. Brunt (1972)
 Associate Professor of Speech Pathology
 and Audiology
 Ph.D., The University of Kansas

Donna H. Brumley (1981)
 Assistant Professor of Education
 (Department of Specialized Educational
 Development)
 Ph.D., University of Oregon

Edward L. Bubnys (1977)
 Assistant Professor of Finance
 Ph.D., University of Illinois

Norma D. Buckles (1980)
 Adjunct Lecturer in Medical Technology
 B.S., Millikin University

Ronald L. Budig (1979)
 Associate Professor of Industrial Technology
 Ph.D., Illinois State University

Clinton R. Bunkie (1967)
 Professor of Education
 (Department of Educational Administration
 and Foundations)
 Ph.D., The University of Iowa

Roger K. Bunting (1966)
 Associate Professor of Chemistry
 Ph.D., The Pennsylvania State University

William H. Burk (1978)
 Assistant Professor of Art
 M.F.A., The University of Nebraska

Daniel J. Burke (1979)
 Assistant Professor of Animal Science
 Ph.D., University of Illinois

James N. Burnham (1981)
 Instructor in Mathematics
 M.A.T., Indiana University

Lucille L. Buscher (1981)
 Instructor in Education
 (Department of Specialized Educational
 Development)
 M.S. in Ed., Illinois State University

David N. Bussan (1981)
 Assistant Professor of Animal Science
 D.V.M., University of Illinois

James D. Butler (1976)
 Professor of Art
 M.F.A., The University of Nebraska

Dale E. Butt (1972)
 Adjunct Professor of Agricultural Economics
 Ph.D., University of Minnesota

Robert A. Bye (1979)
 Instructor in Mathematics
 M.S., Illinois State University

Marilyn R. Byers (1980)
 Instructor in Mathematics
 M.S., Illinois State University

Erza U. Byler (1981)
 Assistant Professor of Finance
 M.B.A., University of Cincinnati

Bernard R. Cahill (1981)
 Adjunct Professor of Sports Medicine
 M.D., University of Illinois

Jerome R. Cain (1975)
 Associate Professor of Botany
 Ph.D., University of Connecticut

Thomas E. Caldwell (1970)
 Professor of Special Education
 (Department of Specialized Educational
 Development)
 Ed.D., The University of Kansas

Wesley C. Cole (1970)
 Professor of Geography
 Ph.D., The University of Chicago

Linda T. Calendrillo (1980)
 Tutor in High Potential Students Program
 Instructor in English
 M.A., Purdue University

Harry L. Campbell (1976)
 Assistant Professor of Industrial Technology
 Ph.D., The Ohio State University

Mary P. Campbell (1978)
 Assistant Professor of Social Work
 M.S.W., The Ohio State University

Delores P. Cantlon (1978)
 Instructor in Home Economics
 M.S., University of Illinois

R. Jerry Cantlon (1962)
 Professor of Education
 (Department of Curriculum and Instruction)
 Ed.D., University of Colorado

Rebecca H. Cantrell (1980)
 Faculty Associate in Laboratory Schools Special
 Education
 B.S. in Ed., Illinois State University

Patricia H. Carlon (1972)
 Instructor in Business Law
 LL.B., University of Illinois

David L. Carlson (1978)
 Director, Prehistoric Sites Division
 Adjunct Part-time Assistant Professor of
 Anthropology
 Ph.D., Northwestern University

Seth F. Carmody (1981)
 Associate Professor of Accounting
 Ph.D., University of Missouri - Columbia

Lucille C. Carney (1981)
 Instructor in Education
 (Department of Specialized Educational
 Development)
 M.S. in Ed., Northern Illinois University

Charlotte P. Carr (1968)
 Associate Professor of Home Economics
 Ph.D., Southern Illinois University

Robin L. Carr (1968)
 Associate Professor of English
 Ph.D., University of Illinois

Valerie R. Carr (1979)
 Counselor, Student Counseling Center
 M.S.W., University of Pittsburgh

Wayne E. Carr (1971)
 Associate Director of Records
 M.A., Columbia University

Dorothy H. Carrington (1961)
 University Affirmative Action Officer
 Associate Professor of Psychology
 Ed.D., The Florida State University

Marian J. Carroll (1970)
 Assistant Librarian
 Assistant Professor of Library Science
 Ed.S., George Peabody College for Teachers

Valjean M. Cashen (1961)
 Professor of Psychology
 Ed.D., University of Northern Colorado

Wayne L. Caster (1981)
 Lecturer in Art
 B.A., Western Illinois University

Jackie R. Caughran (1981)
 Assistant Professor of Philosophy
 Ph.D., University of Illinois

Robert D. Cavey (1981)
 Assistant Professor of Political Science
 M.A., Northern Illinois University

Kimberly K. Cernetic (1981)
 Head Teacher, Child Care Center
 B.S. in Ed., Illinois State University

Donald V. Chalmers (1974)
 Assistant Professor of Applied Computer Science
 Ph.D., The Pennsylvania State University

Merritt M. Chambers (1966)
 Professor of Educational Administration
 (Department of Educational Administration
 and Foundations)
 Ph.D., The Ohio State University

Roger J. Champagne (1960)
 Professor of History
 Ph.D., The University of Wisconsin

Nancy L. Chapman (1968)
 Assistant Professor of Physical Education
 Ed.D., University of North Carolina at
 Greensboro

Robert M. Chasson (1965)
 Associate Professor of Botany
 Ph.D., University of Missouri

Ramesh Chaudhari (1977)
 Assistant Professor of Educational Administration
 (Department of Educational Administration
 and Foundations)
 Ph.D., Illinois State University

Aristides B. Chavez, Jr. (1972)
 Associate Professor of Music
 M.M., The University of New Mexico

Walter C. Cheng (1979)
 Assistant Professor of Social Work
 M.S., Columbia University

Patricia A. Chesebro (1963)
 Associate Professor of Psychology

Ph.D., University of Illinois
Hou T. Cheung (1979)
 Assistant Professor of Microbiology
 Ph.D., The University of Wisconsin-Madison

Dale P. Chihuly (1982)
 Visiting Lecturer Art
 M.F.A., Rhode Island School of Design

Ruth L. Chin (1980)
 Faculty Associate in Metcalf Elementary School
 M.S. in Ed., Illinois State University

Frank T. Chiodo (1963)
 Acting Associate Director of the Laboratory Schools
 Associate Professor of Physical Education (University High School)
 Ed.D., University of Southern Mississippi

Sharad S. Chitgopekar (1978)
 Associate Professor of Quantitative Methods
 Ph.D., The Florida State University

John F. Chizmar (1971)
 Assistant to the Dean, College of Arts and Sciences
 Professor of Economics
 Ph.D., Boston College

David K. Y. Chow (1975)
 Adjunct Professor of Health Sciences
 M.D., Kaohsiung Medical College (Taiwan)

Richard L. Christensen (1974)
 Assistant Librarian
 Assistant Professor of Library Science
 M.A., The University of Iowa

Wilbur W. Chrudimsky (1970)
 Associate Professor of Plant and Soil Science
 Ph.D., Oklahoma State University

Tsan-lang Chuang (1967)
 Professor of Botany
 Ph.D., University of California at Berkeley
 Leave of Absence, First Semester, 1981-82 School Year

Robert J. Ciszek (1981)
 Instructor in Economics
 M.B.A., University of Detroit

Robert M. Ciszewski (1979)
 Assistant Professor of Political Science
 M.A., Northern Illinois University

Gary J. Clark (1969)
 Associate Professor of Chemistry
 Ph.D., University of Utah

Stanley R. Clemens (1968)
 Associate Professor of Mathematics
 Ph.D., University of North Carolina

Richard W. Clement (1981)
 Assistant Professor of English
 M.A., University of Nevada

R. Eloise Cline (1969)
 Assistant Librarian
 Associate Professor of Library Science
 M.S., University of Illinois

David T. Clydesdale (1981)
 Lecturer in Mathematics
 M.S., Illinois State University

Carlie J. Coats, Jr. (1979)
 Assistant Professor of Mathematics
 Ph.D., Massachusetts Institute of Technology

Donald J. Cochran (1972)
 Counselor, Student Counseling Center
 Part-time Associate Professor of Education (Department of Specialized Educational Development)
 Ph.D., The University of Arizona

James D. Coe (1967)
 Assistant Professor of Education (Department of Specialized Educational Development)
 M.A., Clarke College

Donald A. Coffin (1980)
 Assistant Professor of Economics
 Ph.D., West Virginia University

Ira Cohen (1965)
 Director, Honors Program
 Associate Professor of History
 Ph.D., New York University

Raymond L. Cohn (1977)
 Assistant Professor of Economics
 Ph.D., University of Oregon

Garold L. Cole (1968)
 Assistant Librarian
 Associate Professor of Library Science
 M.L.S., The University of Oklahoma

Leave of Absence, First Semester, 1981-82 School Year
A David J. Colee (1973)
 Assistant Director of Admissions
 B.S. in Ed., Illinois State University

James E. Collie (1957)
 Professor of Physical Education
 P.E.D., Indiana University

Glen E. Collier (1978)
 Assistant Professor of Genetics
 Ph.D., Cornell University

Leigh B. Collier (1979)
 Instructor in Medical Record Administration
 B.A., Samford University; R.R.A.

A Regina B. Colvin (1969)
 Coordinator in Academic Advisement
 M.S. in Ed., Indiana University

William E. Colvin (1971)
 Professor of Art
 Ed.D., Illinois State University

Marie E. Comadeno (1980)
 Assistant Professor of Communication
 Ph.D., Purdue University

Thomas E. Comfort (1965)
 Professor of French
 Ph.D., University of Illinois

Rosario M. Concepcion (1982)
 Visiting Assistant Professor of Chemistry
 Ph.D., University of Puerto Rico

Janet B. Connally (1976)
 Instructor in Art
 M.S., Illinois State University

Janet M. Cook (1968)
 Assistant Professor of Applied Computer Science
 M.A., University of California at Berkeley

Linda S. Cooley (1981)
 Instructor in Industrial Technology
 M.S. in Ed., Central Missouri State University

Rogue J. Cordero (1972)
 Professor of Music
 B.A., Hamline University

Arthur B. Corra (1971)
 Professor of Music
 Mus.D., Indiana University

Mary R. Corredor (1980)
 Instructor in Spanish
 M.A., Illinois State University

Maurine J. Corsaut (1972)
 Assistant Professor of Medical Technology
 M.S. in Ed., Illinois State University

Carl J. Cortese (1978)
 Adjunct Assistant Professor of Medical Record Administration
 D.P.M., New York College of Podiatric Medicine

Nancy S. Cortright (1980)
 Adjunct Assistant Professor of Medical Technology
 M.H.S., Governors State University

Karen J. Costin (1981)
 Faculty Assistant in Industrial Technology
 B.S., Illinois State University

Julie E. Cotter (1979)
 Faculty Associate in Laboratory Schools Special Education
 B.S. in Ed., Illinois State University

Peter D. Couch (1970)
 Professor of Management
 Ph.D., The University of Wisconsin

Charles J. Coughlan (1977)
 Head Track Coach
 M.S. in Ed., Northern Illinois University

Carol T. Cournoyer (1980)
 Adjunct Lecturer in Medical Technology
 B.S., Wisconsin State University

Carrol B. Cox (1961)
 Assistant Professor of English
 Ph.D., The University of Michigan

LaVerne A. Cox (1979)
 Professor of Finance
 Ph.D., The University of Nebraska

Steven G. Cox (1976)
 Associate Professor of Criminal Justice Sciences
 Ph.D., The University of Iowa

Virginia R. Crafts (1967)
 Professor of Physical Education
 Ed.D., Columbia University

John F. Cragan (1973)
 Professor of Communication
 Ph.D., University of Minnesota

Thomas R. Craig (1981)
 Assistant Professor of Accounting
 M.B.A., Western Illinois University; C.P.A.

John C. Cralley (1963)
 Associate Professor of Zoology
 Ph.D., University of Illinois

Lori J. Cramer (1981)
 Faculty Associate in Laboratory Schools Special Education
 B.S., MacMurray College

Kenneth J. Crepas (1970)
 Professor of Insurance
 Ph.D., The University of Iowa
 Leave of Absence, First Semester, 1981-82 School Year

John E. Crew (1963)
 Professor of Physics
 Ph.D., University of Illinois

Warren S. Crews (1951)
 Assistant Director, Intercollegiate Athletics for Men
 Assistant Professor of Physical Education
 M.S. in Ed., Illinois State University

Brian L. Crissey (1978)
 Assistant Professor of Applied Computer Science
 Ph.D., The Johns Hopkins University

Robert L. Crist (1962)
 Professor of Psychology
 Ph.D., Purdue University

Kevan H. Croteau (1980)
 Instructor in Applied Computer Science
 M.S., State University of New York at Stony Brook

John H. Crotte (1968)
 Professor of Education
 (Department of Curriculum and Instruction)
 Ed.D., University of Missouri
 Leave of Absence, Second Semester, 1981-82 School Year

Douglas B. Crowe (1981)
 Instructor in Economics
 M.A., University of Missouri

Norton B. Crowell (1969)
 Professor of English
 Ph.D., Harvard University

Robert G. Culbertson (1976)
 Chairperson, Department of Criminal Justice Sciences
 Associate Professor of Criminal Justice Sciences
 Ph.D., University of Cincinnati

Alfred A. Culver (1961)
 Professor of Animal Science
 Ph.D., Purdue University

Mary M. Cummings (1977)
 Instructor in Education
 (Department of Specialized Educational Development)
 M.A., DePaul University

George E. Cunningham (1973)
 Assistant Professor of History
 M.S., The University of Wisconsin

David R. Currie (1980)
 Associate Professor of Accounting
 M.A.S., University of Illinois; C.P.A.

Mary E. Cunningham (1981)
 Director, Social Work
 Associate Professor of Social Work
 D.S.W., University of California - Berkeley

Patrick J. Cunningham (1981)
 Assistant Basketball Coach
 M.S., Illinois State University

William R. Cupach (1981)
 Assistant Professor of Communication
 Ph.D., University of Southern California

David B. Currie (1980)
 Associate Professor of Accounting
 M.A.S., University of Illinois; C.P.A.

Diana M. Curtino (1975)
 Assistant Professor of Education
 (Department of Curriculum and Instruction)
 Ed.D., Northern Illinois University

Roger R. Cushman, Jr. (1980)
 Instructor in Communication
 A.M., University of Missouri

Craig W. Cutbirth (1980)
 Assistant Professor of Communication
 Ph.D., Bowling Green State University

Richard H. Dammers (1971)
 Associate Professor of English
 Ph.D., University of Notre Dame

E. Dan Dankoski (1976)
Assistant Director of Admissions
B.S., Illinois State University

Sarah B. Daugherty (1980)
Assistant Professor of English
Ph.D., University of Pennsylvania

Keith C. Davidson (1959)
Assistant Professor of Speech Pathology
and Audiology
M.A., Columbia University

Betsy J. Davis (1981)
Instructor in Communication
M.S., Illinois State University

Donald E. Davis (1964)
Associate Professor of History
Ph.D., Indiana University

F. James Davis (1971)
Professor of Sociology
Ph.D., The University of Iowa

Gary W. Davis (1981)
Assistant Provost and Director of Summer
Sessions
Associate Professor of Philosophy
Ph.D., The University of Iowa

Kevin C. Davis (1981)
Hall/House Manager in the Office of
Residential Life
M.S. in Ed., Illinois State University

Michael Davis (1977)
Assistant Professor of Philosophy
Ph.D., The University of Michigan

Wilbert D. Davis, Jr. (1972)
Advisor in Academic Advisement
M.A. in Ed., Eastern Kentucky University

Julian Dawson (1975)
Associate Professor of Music
Mus.B., Dublin University (Ireland)

Marie Ann Dawson (1980)
Instructor in Accounting
M.S., Illinois State University; C.P.A.

Connie L. Day (1979)
Instructor in Communication
M.A., Miami University

Virginia S. Day (1979)
Instructor in English
M.S., Illinois State University

Patricia A. Dearborn (1978)
Director, Office of Research,
Development, and Field Services
Part-Time Assistant Professor of Education
(Department of Educational Administration
And Foundations)
Ph.D., Illinois State University

Stephen G. DeBacker (1981)
Assistant Professor of Military Science
B.A., Western Illinois University

Tella Marie DeBose (1968)
Associate Professor of Music
M.Mus., Oberlin Conservatory of Music

J. Desirée deCharms (1978)
Assistant Librarian
Assistant Professor of Library Science
M.M., University of Illinois

William G. DeGraff (1980)
Faculty Assistant in Genetics
B.S., Illinois State University

Linda J. DeGuire (1981)
Assistant Professor of Mathematics
M.A., The University of Georgia

Dianne S. DeLong (1967)
Assistant Librarian
Assistant Professor of Library Science
Cert. Adv. St., University of Denver

Douglas A. DeLong (1967)
Assistant Librarian
Associate Professor of Library Science
Cert. Adv. St., University of Denver

Therese M. de St. Aubin (1981)
Counselor, Student Counseling Center
M.A., Southern Illinois University

John J. Devitt (1981)
Staff Physician, Student Health Service
M.D., Marquette University School of
Medicine

C. Lynn DeVore (1977)
Assistant Professor of English
Ph.D., The University of Tulsa

Lynn D. Devore (1980)
Instructor in Management
M.B.A., Eastern Illinois University

Elin F. Diamond (1980)
Assistant Professor of English
Ph.D., University of California - Davis

Patsy A. Dickey-Olson (1978)
Assistant Professor of Business Education
and Administrative Services
Ph.D., The University of Nebraska

Marie DiGiammarino (1981)
Instructor in Music
M.M.Ed., The University of Georgia

Eleanor Dilks (1952)
Professor of Zoology
Ph.D., The University of Wisconsin

Alan E. Dillingham (1976)
Chairperson, Department of Economics
Assistant Professor of Economics
Ph.D., Cornell University

Robert T. Dirks (1971)
Associate Professor of Anthropology
Ph.D., Case Western Reserve University

Les R. Dlabay (1981)
Assistant Professor of Business Education
and Administrative Services
Ed.D., Northern Illinois University

Betty A. Dobratz (1979)
Instructor in Sociology
M.A., Northern Illinois University

Paul F. Dohrmann (1961)
Professor of Physical Education
Ph.D., The University of Iowa

Donald J. Dolan (1982)
Visiting Lecturer in Art
M.F.A., Stanford University

Jane A. Domke (1980)
Director, Student Counseling Center
Ph.D., University of Missouri

Robert M. Donewald (1978)
Head Basketball Coach
M.S. in Ed., Indiana University

Edmund T. Dorner (1967)
Associate Professor of Industrial Technology
Ph.D., University of Illinois

John A. Dossey (1967)
Professor of Mathematics
Ph.D., University of Illinois

Louise M. Drouilhet (1981)
Instructor in English
M.A., St. Louis University

Boyce A. Drummond (1978)
Assistant Professor of Ecology
Ph.D., University of Florida

Don Dudley (1981)
Visiting Lecturer in Art

Penelope H. Duffee (1977)
Instructor in Speech Pathology and Audiology
M.S., Illinois State University

Timothy J. Duffy (1975)
Assistant Professor of Accounting
Ph.D., Illinois State University; C.D.P.

Wendy A. Duffy (1980)
Instructor in Accounting
M.A., Illinois State University

Elaine E. Dunbar (1968)
Acting Director of Academic Advisement
M.S., Illinois State University

Robert L. Duncan (1961)
Associate Professor of English
Ph.D., Indiana University

Allen R. Dunn (1981)
Assistant Professor of English
A.B., University of California at
Los Angeles

John A. Dustman (1980)
Adjunct Professor of Sports Medicine
M.D., University of Missouri School of Medicine

Robert C. Duty (1963)
Professor of Chemistry
Ph.D., The University of Iowa

William W. Easton (1964)
Assistant Librarian
Assistant Professor of Library Science
M.A., University of Denver

Eileen M. Eagan (1981)
Assistant Professor of History
Ph.D., Temple University

Scott C. Eatherly (1962)
Assistant Professor of English
M.S., The University of Wisconsin

David C. Eaton (1969)
Associate Professor of Sociology

Ph.D., The University of Texas

Albert H. Eckert (1955)
Assistant Professor of Mathematics
(University High School)

M.S., University of Illinois

Thomas A. Eckols (1981)
Assistant Professor of Political Science
J.D., University of Illinois

Donald W. Eckrich (1977)
Associate Professor of Marketing
D.B.A., University of Kentucky

Orlyn P. Edge (1966)
Associate Professor of Mathematics
Ph.D., The University of Iowa

Rhea A. Edge (1981)
Instructor in Art
M.S., Illinois State University

Philip P. Edwards (1965)
Assistant Professor of Physics
M.A., George Peabody College for Teachers

Thomas F. Edwards (1957)
Professor of Elementary Education
(Department of Curriculum and Instruction)
Ed.D., Michigan State University

Lawrence C. Eggen (1968)
Professor of Mathematics
Ph.D., University of Oregon

Eugene L. Eggleston (1980)
Assistant Football Coach
M.S. in Ed., Indiana University

Ray E. Eiben (1967)
Chairperson, Department of Specialized
Educational Development
Professor of Education
(Department of Specialized Educational
Development)
Ph.D., The Ohio State University

Bernard Eichen (1975)
Professor of Music
Curtis Institute of Music

Carl B. Eichstaedt (1973)
Associate Professor of Physical Education
Ph.D., The University of New Mexico
Leave of Absence, Second Semester,
1981-82 School Year

Donna R. Eichstaedt (1976)
Instructor in History
M.S., Illinois State University

Ann Marie Eike (1977)
Assistant Professor of Economics
A.M., University of Missouri
Leave of Absence, 1981-82 School Year

Thomas E. Eimermann (1970)
Associate Professor of Political Science
Ph.D., University of Illinois

J. Christopher Eisele (1981)
Assistant Professor of Education
(Department of Educational Administration
and Foundations)
Ph.D., The Ohio State University

Carl J. Elkberg (1970)
Associate Professor of History
Ph.D., Rutgers University

Michael A. Elam (1981)
Hall/House Manager in the Office of
Residential Life
M.Ed., Howard University

Ann H. Elder (1975)
Associate Professor of Political Science
Ph.D., University of Minnesota

Mary R. Elliott (1980)
Faculty Associate in Laboratory Schools Special
Education
M.S. in Ed., Indiana University

Thomas Ellsworth (1977)
Assistant Professor of Criminal Justice Sciences
M.A., John Jay College of Criminal Justice

Richard T. Elmore, Jr. (1981)
Associate Director, Student Counseling Center
Ph.D., Georgia State University

Cheryl A. Elzy (1981)
Instructor in Communication
M.S., University of Illinois

Pamela J. Emmett (1975)
Faculty Associate in University High School
B.S. in Ed., Illinois State University

Edna E. Engberg (1951)
Assistant Professor of Physical Education
(Metcalif Elementary School)
M.Ed., The University of Michigan

Terry J. Engle (1977)

Assistant Professor of Accounting
M.S., Illinois State University; C.P.A.
Leave of Absence, 1981-82 School Year

Ronald W. Engstrom (1981)

Instructor in Mathematics
M.A., Western Washington State College

Jeffrey P. Entwistle (1981)

Assistant Professor of Theatre
M.F.A., Michigan State University

Donald H. Erickson (1969)

Professor of English
Ph.D., University of Illinois

Nickolas J. Ernest (1969)

Associate Professor of Art
M.A.T., Indiana University

Delbert J. Ervin (1981)

Assistant Professor of Sociology
Ph.D., The University of Texas at Austin

Kathryn M. Ervin (1980)

Assistant Professor of Theatre
M.F.A., Illinois State University

Marcia S. Escott (1966)

Program Coordinator, College of Continuing
Education and Public Service

Ph.D., Illinois State University

Abdolreza Eshghi (1981)

Assistant Professor of Marketing
M.B.A., Western Illinois University

Golpira S. Eshghi (1981)

Assistant Professor of Management
M.B.A., Western Illinois University

William A. Estrem (1981)

Instructor in Industrial Technology
M.S., Eastern Illinois University

Nancy D. Evans (1978)

Instructor in Management and Marketing
M.S. in Ed., Illinois State University

John M. Ewing (1969)

Professor of Education
(Department of Specialized Educational
Development)

Ed.D., The University of Nebraska
Leave of Absence, Second Semester,
1981-82 School Year

John C. Fairfield (1980)

Instructor in Music
M.M., Northwestern University

Mary Kay Fieldair (1978)

Faculty Associate in Metcalf Elementary School
M.S. in Ed., Illinois State University

Brian D. Faison (1979)

Assistant Director of Intercollegiate
Athletics for Men
B.A., University of Missouri

Henry O. Falb (1979)

Instructor in Accounting
M.S., Illinois State University

Nancy A. Fankhauser (1981)

Assistant to Director, Intercollegiate
Athletics for Women
M.Ed., Wichita State University

Lloyd W. Farlee (1962)

Professor of Music
Ph.D., The University of Iowa

Connie Farnam Reiners (1979)

Faculty Associate in Metcalf Elementary School
M.S. in Ed., Illinois State University

Susan B. Fatten (1981)

Instructor in Education
(Department of Specialized Educational
Development)

M.S., Illinois State University

Ethel G. Feicke (1962)

Coordinator of Advising for General and
Unclassified Students

Assistant Professor of Education
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M.S. in Ed., Illinois State University

Marilyn E. Feldmann (1976)

Coordinator in the Office of Clinical
Experience and Certification Processes
Ph.D., Illinois State University

Jiansheng Feng (1981)

Adjunct Assistant Professor of Chemistry
M.D., Beijing Medical College

Clara P. Ferguson (1980)

Associate Professor of Marketing
Ph.D., North Texas State University

John W. Ferrell (1961)

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Ph.D., The University of Iowa
Leave of Absence, Second Semester,
1981-82 School Year

O. C. Ferrell (1974)

Professor of Marketing
Ph.D., Louisiana State University

Gerald R. Ferris (1981)

Assistant Professor of Quantitative Methods
M.S., Illinois State University

Edmund F. Ficek (1966)

Professor of Business Law
J.D., University of Illinois; C.L.U.

Gordon L. Fidler (1978)

Instructor in Business Education
and Administrative Services
C.A.S., Northern Illinois University

Eileane H. Fielding (1961)

Assistant Professor of English
(University High School)
M.S. in Ed., Illinois State University

Joshua A. Fierer (1980)

Adjunct Professor of Pathology
M.D., State University of New York
Downstate Medical Center

Richard D. Finch (1977)

Assistant Professor of Art
M.F.A., Southern Illinois University-
Edwardsville

Timothy J. Finefield (1982)

Instructor in Sociology
M.S., Illinois State University

Melinda S. Fischer (1979)

Basketball Co-Coach
M.S., Illinois State University

Gary L. Fish (1966)

Professor of Accounting
Ed.D., University of Illinois; C.P.A.

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Acting Coordinator in Academic Advisement
M.Ed., University of Illinois

Rita J. Fisher (1978)

Faculty Associate in Metcalf Elementary
School
M.S. in Ed., Illinois State University

Robert L. Fisher (1973)

Acting Director of the Office of Clinical
Experience and Certification Processes

Professor of Education
(Department of Curriculum and Instruction)
Ed.D., The University of Nebraska

John Fisk (1981)

Director, TV Production
M.A., Bowling Green State University

Jane H. Fitch (1980)

Faculty Associate in Metcalf Elementary School
B.S. in Ed., Illinois State University

Kenneth L. Fitch (1963)

Associate Professor of Anatomy
Ph.D., The University of Michigan

Thomas C. Fitch (1969)

Professor of Elementary Education
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Ph.D., Michigan State University

Rosanne Fladung (1981)

Instructor in Art
M.F.A., University of Illinois

Marion N. Fleetwood (1978)

Faculty Associate in Laboratory Schools Special
Education
B.S. in Ed., Illinois State University

Werner R. Fleischer (1980)

Adjunct Professor of Medical Technology
M.D., University of Graz (Austria)

Elaine G. Fleming (1981)

Instructor in Chemistry
M.A., The Johns Hopkins University

C. Regina Foehr (1979)

Instructor in English
M.S. in Ed., Southern Illinois University

George P. Foeller (1960)

Associate Professor of Music
M.A., University of Connecticut

Alan T. Folken (1971)

Adjunct Professor of Health Sciences
Ph.D., University of South Dakota

Flora H. Foltz (1968)

Assistant Professor of Special Education

(Department of Specialized Educational
Development)

M.S. in Ed., Southern Illinois University

J. Anne Foreman (1958)

Associate Professor of French
Ph.D., University of Colorado

George W. Forney (1967)

Chairperson, Department of Agriculture
Professor of Agricultural Mechanics
Ph.D., Illinois State University

Eddyth P. Fortune (1978)

Instructor in Criminal Justice Sciences
M.A., University of South Florida

Ronald J. Fortune (1981)

Assistant Professor of English
Ph.D., Purdue University

Donna B. Fox (1980)

Assistant Professor of Music
M.M., Ohio University

Charles P. Frahm (1968)

Professor of Physics
Ph.D., Georgia Institute of Technology

Audrey E. Francis (1966)

Assistant Professor of Education
(Department of Specialized Educational
Development)

M.A., The University of Iowa

Charles E. Francis (1968)

Professor of Industrial Technology
Ed.D., University of Missouri

Russell L. Francois (1981)

Lecturer in Art
B.S., Louisiana State University

Lawrence E. Frank (1979)

Coordinator, Band Day in the College of
Continuing Education and Public Service

Instructor in Music

M.M., Illinois State University

Lynda S. Frankeberger (1969)

Faculty Associate in University High School

M.S., Illinois State University

David L. Franklin (1979)

Associate Professor of Education
(Department of Educational Administration
and Foundations)

Ph.D., Illinois State University

Dorothy K. Franks (1973)

Associate Professor of Education
(Department of Curriculum and Instruction)

Anthony K. Frederick (1980)

Assistant Professor of Art
M.F.A., University of Colorado

John B. Freed (1969)

Associate Professor of History
Ph.D., Princeton University

John L. Frehn (1962)

Professor of Physiology
Ph.D., The Pennsylvania State University

Kevin T. Frentz (1979)

Hall Manager in the Office of
Residential Life

M.Ed., University of South Alabama

Ruth M. Freyberger (1951)

Professor of Art
Ed.D., The Pennsylvania State University

Stephen H. Friedberg (1970)

Professor of Mathematics
Ph.D., Northwestern University

Leave of Absence, 1981-82 School Year

Walter H. Friedhoff (1958)

Professor of Psychology
Ph.D., The University of Iowa

William Frisko (1961)

Professor of Elementary Education
(Department of Curriculum and Instruction)
Ed.D., Wayne State University

Linda H. Fritz (1981)

Faculty Associate in Laboratory Schools
Special Education

M.S. in Ed., Illinois State University

Bodo Fritzen (1969)

Associate Professor of German
Ph.D., The University of Nebraska

David J. Fritzsche (1977)

Associate Professor of Marketing
D.B.A., Indiana University

James C. Fry (1978)

Associate Professor of Art
B.F.A., University of Illinois

William D. Fuehrer (1963)
Associate Professor of German
Ph.D., The University of Michigan

Frederick W. Fuess (1963)
Professor of Plant and Soil Science
Ph.D., Michigan State University

Wayne H. Galler (1970)
Associate Professor of Education
(Department of Curriculum and Instruction)
Ph.D., The University of Wisconsin

Neal R. Gamsky (1970)
Vice President and Dean of Student Affairs
Professor of Psychology
Ph.D., The University of Wisconsin

David D. Gannaway (1981)
Faculty Associate in University High School
B.S. in Ed., Illinois State University

Michael L. Garee (1979)
Lecturer in Communication
B.S., Illinois State University

Mona J. Gardner (1980)
Assistant Professor of Finance
Ph.D., University of Cincinnati

Myrna B. Garner (1980)
Instructor in Home Economics
M.S., Oregon State University

Melina L. Garvert (1981)
Lecturer in Communication
M.S., Illinois State University

Stephen C. Gates (1978)
Assistant Professor of Chemistry
and Biological Sciences
Ph.D., Michigan State University

Helen H. Gehrenbeck (1980)
Faculty Associate in Metcalf Elementary School
B.M., MacMurray College

Charles L. Geigner (1981)
Lecturer in Applied Computer Science
B.S. in Ed., Illinois State University

Deborah B. Gentry (1981)
Instructor in Home Economics
M.Ed., University of Illinois

Raymond E. George (1970)
Professor of Art
M.A. in Ed., University of Northern Iowa

Charlene M. Ghezzi (1980)
Hall/House Manager in the Office of
Residential Life
M.B.A., University of Cincinnati

Michael A. Gilbert (1981)
Hall/House Manager in the Office of
Residential Life
M.A., Michigan State University

Corinne S. Gillette (1980)
Hall/House Manager in the Office of
Residential Life
B.S., Iowa State University

Hal M. Gilmore (1956)
Assistant Professor of Mathematics
M.A., Western Kentucky University

George Girardi, Jr. (1963)
Head Wrestling Coach
Associate Professor of Physical Education
P.E.D., Indiana University

James R. Glick (1980)
Assistant Professor of Military Science
(College of Applied Science and Technology)
B.A., University of Illinois

George B. Glican (1981)
Assistant Professor of Marketing
Ph.D., University of Arkansas

William J. Gnagy (1961)
Assistant to the Dean of the Graduate School
Professor of Psychology
Ph.D., Wayne State University

John V. Godbold (1981)
Chairperson, Department of Curriculum and
Instruction
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., University of Florida

Richard Godfrey (1962)
Director of Public Affairs
B.S. in Ed., Illinois State University

Barbara L. Goebel (1965)
Associate Professor of Psychology
Ph.D., University of Illinois

John T. Goeldi (1967)
Director of Undergraduate Programs in

College of Education
Professor of Education
(Department of Curriculum and Instruction)
Ph.D., Michigan State University

Debra L. Gold (1978)
Assistant Professor of Art
M.F.A., Indiana University

Alvin Goldfarb (1977)
Chairperson, Department of Theatre
Associate Professor of Theatre
Ph.D., The City University of New York

Paul G. Goldman (1977)
Lecturer in Criminal Justice Sciences
M.A., Bradley University

Melvin A. Goldstein (1971)
Associate Professor of Psychology
Ph.D., Rutgers University

Pamela G. Goldstein (1979)
Instructor in Communication
M.A., Ball State University

Mary A. Golleher (1981)
Instructor in Art
M.F.A., Washington University

Robert C. Goodall (1967)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., Indiana University

R. Dwaine Goodwin (1969)
Assistant Professor of Dance
M.R. Ed., Brigham Young University

Clifford I. Gordon (1981)
Counselor, Student Counseling Center
Ed.M., Boston University

George J. Gordon (1970)
Associate Professor of Political Science
Ph.D., Syracuse University

Donald P. Gore (1981)
Instructor in Chemistry
M.S. in Ed., Illinois State University

Russell D. Gorman (1976)
Chairperson, Department of Health,
Physical Education, Recreation and
Dance
Professor of Physical Education
P.E.D., Indiana University

Michael J. Gorr (1976)
Associate Professor of Philosophy
Ph.D., Brown University

Sandra K. Gosch (1981)
Instructor in Home Economics
M.S. in Ed., Northwestern Louisiana University

Iris F. Gottlieb (1971)
Instructor in Education
(Department of Specialized Educational
Development)
M.A., Northwestern University

Laura E. Gowdy (1967)
Assistant Librarian
Associate Professor of Library Science
M.S., University of Illinois

Julie Gowen (1972)
Assistant Professor of Philosophy
Ph.D., The University of Wisconsin
Leave of Absence, Second Semester,
1981-82 School Year

Joseph L. Grabil (1968)
Professor of History
Ph.D., Indiana University

Ardelle Graf (1971)
Associate Professor of Education
(Department of Curriculum and Instruction)
Ph.D., The University of Wisconsin

Claude L. Graef (1979)
Associate Professor of Management
Ph.D., University of Illinois

Lee A. Graf (1978)
Associate Professor of Management
D.B.A., Mississippi State University

Beverly D. Granberry (1979)
Assistant Professor of Social Work
M.S.W., St. Louis University

Aaron G. Gray (1980)
Adjunct Assistant Professor of Education
(Department of Specialized Educational
Development)
Ed.D., Illinois State University

Charles E. Gray. (1959)
Professor of History
Ed.D., University of Illinois

Daniel F. Graybill (1977)
Assistant Professor of Psychology
Ph.D., Vanderbilt University

Roselyn B. Green (1980)
Director, High Potential Students Program
Assistant Professor of Social Work
M.S.W., The University of Iowa

S. Jane Green (1980)
Adjunct Assistant Professor of Medical
Technology
M.S., Illinois State University

Samuel R. Greene (1980)
Lecturer in Criminal Justice Sciences
M.A., Webster College

Geraldine A. Greenlee (1970)
Professor of Physical Education
Ph.D., University of Oregon

Glen E. Greenseth (1960)
Assistant Professor of Physics
M.A., Washington University

Harold L. Gregor (1970)
Professor of Art
Ph.D., The Ohio State University

Ivo P. Greif (1961)
Professor of Education
(Department of Specialized Educational
Development)
Ed.D., Wayne State University

Glenn A. Grever (1965)
Associate Professor of English
Ph.D., University of Illinois

Jean M. Grever (1963)
Associate Professor of Business Education
and Administrative Services
Ed.D., Northern Illinois University

Brenda S. Griffin (1974)
Assistant Professor of Sociology
Ph.D., University of Illinois

Charles T. Griffin (1974)
Associate Professor of Sociology
Ph.D., Iowa State University

Jim L. Grimm (1974)
Professor of Marketing
D.B.A., Kent State University

Glenn S. Gritzammer (1962)
Assistant Librarian
Associate Professor of Library Science
C.A.S., University of Illinois

Louise E. Groves (1979)
Instructor in Education
(Department of Specialized Educational
Development)
M.S. in Ed., Illinois State University

Geraldine J. Grube (1981)
Assistant Professor of Physics
Ph.D., North Carolina State University
at Raleigh

Elizabeth L. Gruber (1975)
Director, Medical Record Administration Program
Assistant Professor of Medical Record
Administration
M.S. in Ed., Illinois State University;
R.R.A.R.T.

Marcia J. Grund (1981)
Assistant Professor of Theatre
M.F.A., Southern Methodist University

Audrey J. Grupe (1968)
Associate Professor of Psychology
Ph.D., University of Illinois

Stanley E. Grupp (1957)
Professor of Sociology
Ph.D., Indiana University

John A. Gueguen (1972)
Associate Professor of Political Science
Ph.D., The University of Chicago

Susan Guess-Welcker (1979)
Faculty Associate in Laboratory Schools Special
Education
A.M., University of Illinois

David E. Gunderson (1981)
Instructor in Management
M.B.A., Illinois State University

Omprakash K. Gupta (1981)
Assistant Professor of Quantitative Methods
Ph.D., Purdue University

Stanley D. Gutzman (1970)
Assistant Librarian
Assistant Professor of Library Science
M.A., University of Denver

Kwang-Chul Ha (1967)

Associate Professor of Mathematics
Ph.D., The University of North Carolina

Bessie D. Hackett (1969)

Chairperson, Department of Home Economics
Professor of Home Economics
Ed.D., University of Illinois

William W. Haddad (1970)

Associate Professor of History
Ph.D., The Ohio State University

Helen Jean Hadden (1976)

Professor of Education
(Department of Specialized Educational Development)

Ed.D., University of Northern Colorado

Virginia R. Hager (1966)

Assistant Professor of Education
(Department of Curriculum and Instruction)
M.S. in Ed., Illinois State University

Nasrin Haghighat (1981)

Instructor in Biological Sciences
M.S., University of Tehran (Iran)

M. Lynelle Hale (1976)

Associate Professor of Home Economics
Ph.D., Texas Woman's University

Ronald S. Halinski (1968)

Professor of Education
(Department of Educational Administration and Foundations)

Ph.D., The University of Iowa

John D. Hall (1970)

Professor of Business Education
and Administrative Services
Ed.D., Texas Tech University

James A. Hallam (1966)

Chairperson, Department of Accounting
Professor of Accounting
Ph.D., The University of Iowa; C.D.P.
Leave of Absence, First Semester, 1981-82 School Year

Raphael M. Haller (1976)

Associate Professor of Speech Pathology
and Audiology
Ph.D., Northwestern University

Jeffrey L. Hamer (1979)

Assistant Director of Admissions and Records
M.S. in Ed., Illinois State University

C. Vernon Hanks (1976)

Instructor in Industrial Technology
M.S., Illinois State University

Heather Hanlon (1980)

Associate Professor of Art
Ed.D., University of Oregon

John C. Hansen (1976)

Assistant Director of Admissions
M.S. in Ed., Indiana University

John F. Hansen (1972)

Associate Professor of Chemistry
Ph.D., Duke University

Warren R. Harden (1954)

Associate Vice President, Director of Institutional Research
Professor of Economics
Ph.D., Indiana University

Carroll P. Harding (1982)

Assistant Professor of Communication
Ph.D., Illinois State University

Douglas A. Hardwick (1977)

Assistant Professor of Psychology
Ph.D., University of Virginia

Sandra D. Harmon (1971)

Instructor in History
M.A., Illinois State University

Charles B. Harris (1968)

Chairperson, Department of English
Professor of English
Ph.D., Southern Illinois University

Elizabeth L. Harris (1970)

Director, Measurement and Evaluation Service
Assistant Professor of Psychology
Ph.D., University of Illinois

Leave of Absence, First Semester, 1982-83 School Year

Victoria F. Harris (1981)

Assistant Professor of English
Ph.D., University of Illinois

Susan T. Harshbarger (1979)

Instructor in Home Economics
M.S., Purdue University

Sister Mary Petra Hart (1980)

Adjunct Assistant Professor of Medical Technology
M.S., St. Louis University

Richard R. Hart (1961)

Associate Professor of Geology
Ph.D., The University of Iowa

W. Douglas Hartley (1954)

Professor of Art
Ph.D., New York University
Leave of Absence, Second Semester, 1981-82 School Year

J. Bradley Hastings (1980)

Assistant Professor of Education
(Department of Specialized Educational Development)

Ed.D., University of Illinois

Robert G. Hathway (1966)

Associate Professor of Mathematics
Ph.D., The University of Wisconsin

Rex A. Havens (1980)

Instructor in Business Law
J.D., University of Illinois

Preston A. Hawks (1977)

Director, Archaeological Lab (MARC)
(Department of Sociology, Anthropology, and Social Work)

B.S., Illinois State University

Margaret B. Hayden (1967)

Assistant Professor of Home Economics
M.S., Ohio University

Vincent Hazleton, Jr. (1976)

Assistant Professor of Communication
Ph.D., The University of Oklahoma

Thomas C. Head (1981)

Instructor in Management
M.S., George Williams College

G. Louis Heath (1969)

Associate Professor of Education
(Department of Educational Administration and Foundations)

Ph.D., University of California at Berkeley

Peter R. Hecht (1980)

Visiting Assistant Professor of Psychology
Ph.D., University of Colorado

Robert G. Heffner (1981)

Football Coach
B.S. in Ed., Temple University

John M. Heissler (1961)

Professor of English
Ph.D., University of Illinois

Melinda A. Heist (1981)

Hall Manager in the Office of Residential Life
M.S. in Ed., Illinois State University

Arlan C. Helgeson (1951)

Professor of History
Ph.D., The University of Wisconsin

Candace A. Helgeson (1958)

Assistant Professor of English
A.M., University of Illinois

Dolores A. Hellweg (1965)

Associate Professor of Physical Education
Ph.D., The University of Wisconsin

Robert E. Hemenway (1964)

Professor of Special Education
(Department of Specialized Educational Development)

Ed.D., Boston University School of Education

Doris E. Henderson (1966)

Assistant Professor of Physical Education
M.A., Northwestern University

George P. Hendrick (1981)

Instructor in Management and Marketing
M.B.A., Illinois State University

Reginald D. Henry (1969)

Professor of Agricultural Mechanics
Ph.D., University of Missouri

Sandra P. Henry (1981)

Assistant Professor of Business Law
J.D., Southern Illinois University

Richard J. Hentz (1967)

Professor of Art
M.F.A., Northern Illinois University

Roger E. Herberts (1963)

Director of Conferences and Institutes in the College of Continuing Education and Public Services

Professor of Industrial Technology

Ed.D., University of Illinois

Raja K. Herlekar (1981)

Visiting Associate Professor of Quantitative Methods
Ph.D., University of London

Linda G. Herman (1974)

Head Volleyball Coach
M.S., Illinois State University

Margaret A. Herman (1981)

Faculty Associate in Laboratory Schools
Special Education
M.S. in Ed., Illinois State University

Lotus D. Hershberger (1970)

Assistant Professor of Mathematics
Ph.D., The Florida State University

Chery G. Hetherington (1978)

Counselor, Student Counseling Center
Part-Time Assistant Professor of Specialized Educational Development

(Department of Specialized Educational Development)

Ph.D., The Pennsylvania State University

Howard R. Hetzel (1962)

Professor of Zoology
Ph.D., The University of Washington

Barbara Sherman Heyl (1975)

Associate Professor of Sociology
Ph.D., University of Illinois
Leave of Absence, Second Semester, 1981-82 School Year

Charles R. Hicklin (1960)

Professor of Education
(Department of Curriculum and Instruction)
Ed.D., University of Illinois

Marylou E. Hicklin (1976)

Instructor in Sociology
M.S., Illinois State University

G. Alan Hickrod (1967)

Professor of Educational Administration
(Department of Educational Administration and Foundations)

Ed.D., Harvard University

Lucy Jen Hueng Hickrod (1967)

Professor of Sociology
Ph.D., The University of Chicago

L. Dean Hiebert (1973)

Associate Professor of Economics
Ph.D., The University of Wisconsin

Lynne P. Higgins (1963)

Associate Professor of Physical Education
Ph.D., The University of Iowa

Janet C. Hildreth (1965)

Coordinator in the Office of Clinical Experiences and Certification Processes
M.S. in Ed., Illinois State University

Doris S. Hill (1981)

Instructor in Music
M.M., Illinois Wesleyan University

Miriam H. Hill (1981)

Assistant Professor of Geography
M.S., Indiana State University

Edward R. Hines (1981)

Associate Professor of Education
(Department of Educational Administration and Foundations)

Ph.D., The Ohio State University

Geoffrey A. Hirt (1977)

Chairperson, Department of Finance and Law
Associate Professor of Finance
Ph.D., University of Illinois

Linda L. Hirt (1977)

Assistant Professor of Music
M.M., Indiana University
Leave of Absence, 1981-82 School Year

Jack A. Hobbs (1970)

Professor of Art
Ph.D., The University of Iowa

E. Jane Hoegl (1980)

Adjunct Assistant Professor of Medical Technology
M.Ed., University of Illinois

Floyd B. Hoelting (1977)

Director of Residential Life
Part-time Adjunct Associate Professor of Education
(Department of Specialized Educational Development)

Ed.D., Oklahoma State University

G. Richard Hogan (1981)

Chairperson, Department of Biological Sciences

Professor of Biological Sciences
Ph.D., University of Illinois
Robert A. Hogan (1963)
Professor of Psychology
Ed.D., Case Western Reserve University
Leave of Absence, First Semester,
1981-82 School Year
Lucille S. Holcomb (1968)
Assistant Director of Financial Aid
M.A., Illinois State University
Kenneth A. Holder (1969)
Professor of Art
M.F.A., School of the Art Institute of Chicago
Robert E. Holdridge (1965)
Associate Professor of Communication
Ed.D., Indiana University
Robert L. Holland (1980)
Instructor in Economics
M.A., New Mexico State University
Susan G. Holland (1980)
Instructor in Economics
M.S., Purdue University
Melanie R. Holmes (1978)
Faculty Associate in Laboratory Schools Special
Education
B.S., Illinois State University
M. Paul Holsinger (1969)
Professor of History
Ph.D., University of Denver
Niles R. Holt (1968)
Associate Professor of History
Ph.D., Yale University
T. Melvin Holt (1973)
Assistant Professor of Accounting
M.B.A., University of Oregon; C.P.A.
Gerlof D. Homan (1968)
Professor of History
Ph.D., The University of Kansas
Joseph C. Honan (1968)
Associate Professor of Political Science
Ph.D., University of Missouri
Marilyn M. Hoover (1980)
Adjunct Professor of Medical Technology
Ph.D., Illinois State University
Rhonda R. Hoskins (1981)
Adjunct Assistant Professor of Medical
Technology
M.Ed., University of Illinois
Alvin E. House (1975)
Associate Professor of Psychology
Ph.D., University of Tennessee
James E. House (1966)
Professor of Chemistry
Ph.D., University of Illinois
Bonita K. Howard (1979)
Faculty Associate in Metcalf Elementary School
M.S. in Ed., Southern Illinois University
James M. Howard (1966)
Assistant Professor of Education
(Department of Curriculum and Instruction)
M.A. in Ed., University of Kentucky
Jeanne A. Howard (1980)
Assistant Professor of Social Work
M.S.W., University of Illinois
Merle R. Howard (1966)
Assistant Professor of Speech Pathology
and Audiology
Ph.D., University of Cincinnati
Benjamin C. Hubbard (1961)
Dean, College of Education
Professor of Educational Administration
(Department of Educational Administration
and Foundations)
Ed.D., University of Alabama
David P. Huber (1981)
Assistant Golf Coach
Anthony E. Huchel (1981)
Faculty Associate in Metcalf Elementary
School
M.S., Illinois State University
Steven C. Huchendorf (1979)
Instructor in Economics
M.S., Illinois State University
Jon Hufnagle (1976)
Associate Professor of Speech Pathology
and Audiology
Ph.D., Wayne State University
Clarissa H. Hug (1977)
Lecturer in Education

(Department of Specialized Educational
Development)
M.A., Northwestern University
Harry W. Huizinga (1967)
Professor of Parasitology
Ph.D., University of Connecticut
Leave of Absence, Second Semester,
1981-82 School Year
Lloyd M. Hullit (1972)
Associate Professor of Speech Pathology
and Audiology
Ph.D., The Ohio State University
Cheryl I. Hultman (1980)
Adjunct Assistant Professor of Medical
Technology
M.S., University of Minnesota
Nene Humphrey (1982)
Visiting Lecturer in Art
M.F.A., York University (Toronto)
Lynda F. Hungerford (1975)
Assistant Professor of English
Ph.D., Northwestern University
Raymond H. Hunt (1965)
Associate Professor of Chemistry
Ph.D., University of Illinois
Robert W. Hunt (1969)
Associate Professor of Political Science
Ph.D., Princeton University
K. Sue Hunter (1980)
Instructor in Education
(Department of Curriculum and Instruction)
M.Ed., University of Illinois
Timothy F. Hurtz (1981)
Assistant Professor of Music
B.M., University of Southern California
Mary K. Huser (1966)
Director of Credit Instruction in the
College of Continuing Education and
Public Service
Professor of Reading
(Department of Specialized Educational
Development)
Ed.D., University of Illinois
Kevin G. Hussey (1980)
Head Badminton and Head Tennis Coach
B.S. in Ed., Eastern Illinois University
Carol A. Hustuit (1979)
Faculty Associate in University High School
M.L.S., Indiana University
H. Dean Hustuit (1969)
Assistant Professor of Communication
Ed.D., Indiana University
Barbara B. Hutchinson (1966)
Professor of Speech Pathology and Audiology
Ph.D., University of Utah
Jill M. Hutchison (1969)
Acting Director of Intercollegiate Athletics
for Women and Head Women's Basketball
Coach
Ed.D., The University of North Carolina
at Greensboro
Harriett S. Hutter (1969)
Associate Professor of Spanish
Ph.D., University of Illinois
Samuel Hutter (1955)
Assistant Professor of Psychology
M.S., University of Illinois
Virgil R. Hutton (1960)
Associate Professor of English
Ph.D., The University of Michigan
Thaddeus C. Ichniowski (1961)
Professor of Chemistry
Ph.D., Purdue University
Leave of Absence, 1981-82 School Year
E. Carmen Insel (1964)
Professor of Dance
Ph.D., The University of Iowa
Arnold J. Insel (1969)
Associate Professor of Mathematics
Ph.D., University of California at Berkeley
Carrie H. Ireland (1980)
Assistant Professor of Home Economics
Ph.D., Texas Tech University
Eugene R. Irving (1969)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., University of Illinois
Everett N. Israel (1978)
Chairperson, Department of Industrial
Technology
Professor of Industrial Technology
Ed.D., West Virginia University
DiAnn S. Iverson (1980)
Instructor in Communication
A.M.L.S., The University of Michigan
Ko Iwasaki (1974)
Professor of Music
Toho School of Music (Japan); Juilliard
School of Music
Eugene H. Jabker (1968)
Associate Provost, Dean of Instruction
Associate Professor of Education
(Department of Educational Administration
and Foundations)
Ph.D., Washington University
Joan B. Jabker (1979)
Admissions Counselor in Admissions and
Records
M.S. in Ed., Illinois State University
G. Kay Jacks (1980)
Director of Financial Aid
M.Ed., Xavier University
Bryant H. Jackson (1960)
Associate Director of Libraries
Professor of Library Science
M.S. in L.S., University of Southern
California
Calvin C. Jackson (1981)
Assistant Professor of Education
(Department of Educational Administration
and Foundations)
Ph.D., Southern Illinois University
Dale R. Jackson (1975)
Associate Professor of Education
(Department of Educational Administration
and Foundations)
Ed.D., Northern Illinois University
Martin C. Jackson (1972)
Associate Director of the University Union
M. in M.Ed., Illinois State University
Ronald H. Jackson (1972)
Associate Professor of Art
M.F.A., California College of Arts and
Crafts
Ted R. Jackson (1969)
Associate Professor of Communication
Ph.D., The University of Wisconsin
Vivian R. Jackson (1974)
Counselor, Student Counseling Center,
Assistant Professor of Education
(Department of Specialized Educational
Development)
Ph.D., Northwestern University
William L. Jackson (1980)
Adjunct Professor of Medical Technology
M.D., Ohio State University
Eugene S. Jacobs (1962)
Assistant Professor of Mathematics
A.M., University of South Dakota
Kathleen C. Jarrett (1972)
Lecturer in Education
(Department of Specialized Educational
Development)
M.S. in Ed., Illinois State University
Paul A. Jarvis (1978)
Counselor, Student Counseling Center
Assistant Professor of Psychology
Ph.D., University of Missouri-Columbia
Mary P. Jasker (1981)
Administrative Coordinator, Illinois
Special Olympics
B.S., Illinois State University
Teresa A. Jefford (1978)
Faculty Associate in Laboratory Schools Special
Education
M.S. Ed., Illinois State University
Edward B. Jelka (1968)
Director, Midwest Archeological Research Center
Professor of Anthropology
Ph.D., The University of Texas
Carol F. Jenkins (1980)
Assistant Professor of Anthropology
Ph.D., The University of Tennessee
Douglas K. Jennings (1979)
Instructor in Communication
M.A., Ball State University
C. Lynnelle Jensen (1980)
Instructor in Education

(Department of Curriculum and Instruction)
M.S. in Ed., Illinois State University

D. Reed Jensen (1966)
Associate Professor of Physiology
Ph.D., Utah State University

Kenneth E. Jessa (1967)
Associate Professor of Physics
Ph.D., Arizona State University

Lois R. Jett (1962)
Assistant Professor of Home Economics
M.S., Southern Illinois University

Carol B. Johnson (1980)
Faculty Associate in Laboratory Schools Special Education
B.S. in Ed., Illinois State University

Craig H. Johnson (1981)
Instructor in Education
(Department of Educational Administration and Foundations)
M.S. in Ed., Illinois State University

Eric S. Johnson (1968)
Assistant Professor of Geography
Ph.D., The University of Kansas

James J. Johnson (1966)
Professor of Psychology
Ph.D., Northwestern University

John L. Johnston (1956)
Professor of Industrial Technology
Ed.D., University of Missouri

H. Ivyman Jones (1967)
Associate Professor of Education
(Department of Specialized Educational Development)
Ed.D., University of Missouri

Margaret L. Jones (1956)
Professor of Physical Education
Ph.D., The University of Wisconsin

William W. Jones (1967)
Faculty Associate in Metalcraft Elementary School
Ed.D., University of Northern Colorado

Pauline R. Jurney (1981)
Adjunct Assistant Professor of Medical Technology
M.A., Governors State University

Donald S. Kachur (1966)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., Indiana University

Judith H. Kaci (1981)
Visiting Assistant Professor of Criminal Justice Sciences
J.D., Southwestern University School of Law
LL.M., New York University School of Law

Charles J. Kacmar (1981)
Instructor in Applied Computer Science
M.S., Illinois State University

Steven E. Kagle (1969)
Professor of English
Ph.D., The University of Michigan

Frederick D. Kagy (1965)
Professor of Industrial Technology
Ed.D., University of Wyoming

Alfred L. Kaisershot (1970)
Professor of Business Education and Administrative Services
Ed.D., The University of Nebraska

Max E. Kanagy (1979)
Assistant Professor of Industrial Technology
Ph.D., The Ohio State University

Sherman P. Kanagy II (1979)
Assistant Professor of Physics
Ph.D., University of Illinois

Margaret T. Kang (1980)
Director, Bilingual Vocational Project in the Office of Research, Development and Field Services
(College of Education)
M.A., The University of Nebraska

Chijioke Kanu (1981)
Assistant Professor of Environmental Health
M.P.H., The University of Michigan

Eileen M. Kanzler (1971)
Faculty Associate in University High School
M.A., Hampton Institute

Suraj P. Kapoor (1973)
Assistant Professor of Communication
Ph.D., Southern Illinois University

Ruth M. Kasa (1974)
Director, Medical Technology Program

Assistant Professor of Medical Technology
M.A., Sangamon State University

John J. Kasik (1981)
Assistant Volleyball Coach
B.S., Western Illinois University

Gayle Kasring (1980)
Assistant Professor of Dance
Ph.D., Texas Woman's University

Alan J. Katz (1975)
Associate Professor of Genetics
Ph.D., The Ohio State University
Leave of Absence, Second Semester, 1981-82 School Year

Patrick V. Kauffold (1974)
Visiting Assistant Professor of Quantitative Methods
Ph.D., University of Illinois

William O. Kauth (1968)
Associate Professor of Physical Education
Ph.D., University of Utah

Kathleen C. Kehoe (1981)
Assistant Volleyball Coach
B.S. in P.E., Indiana University

Steven C. Kehoe (1981)
Volleyball Assistant
M.S. in P.E., Indiana University

Germaine Keller (1981)
Visiting Lecturer in Art
M.F.A., Wayne State University

Donald G. Kelley (1979)
Director, Intercollegiate Athletics for Men
M.A., The Ohio State University

Joseph H. Kelley (1979)
Assistant Professor of Political Science
J.D., The College of William and Mary in Virginia

Charles E. Kelly (1980)
Adjunct Professor of Medical Technology
M.D., Loyola University School of Medicine

Dennis G. Kelly (1979)
Principal, University High School
Ph.D., The University of Michigan

Timothy W. Kelly (1981)
Assistant Professor of Political Science
J.D., University of Dayton

Kimberley J. Kemp (1981)
Assistant Track and Field Coach and Assistant Cross Country Coach
M.S., The University of Wyoming

Randall J. Kendis (1979)
Coordinator, International House Programs
Assistant Professor of Anthropology
Ph.D., University of Pittsburgh

Kenneth C. Kennard (1968)
Professor of Philosophy
Ph.D., Northwestern University

Larry D. Kennedy (1962)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., University of Illinois

William N. Kennedy (1962)
Assistant Professor of Classics
M.S. in Ed., Illinois State University

Betty J. Keough (1952)
Professor of Physical Education
Ph.D., The University of Iowa
Leave of Absence, First Semester, 1981-82 School Year

David F. Kephart (1980)
Assistant Professor of Applied Computer Science
M.S., University of Arizona

Kerry A. Kerber (1973)
Director of Teacher Corps
Part-time Assistant Professor of Education
(Department of Curriculum and Instruction)
Ph.D., Wayne State University

Robert J. Kerber (1974)
Professor of Management
D.B.A., Texas Tech University

Susan T. Kern (1974)
Assistant to the President of the University
Associate Professor of Home Economics
Ph.D., Purdue University

Michael K. Kesler (1981)
Advisor, Academic Advisement
M.S., Illinois State University

Kenneth Keys (1980)
Tutor in the High Potential Students Program
Instructor in Mathematics
M.B.A., Illinois State University

Bette B. Keyser (1979)
Instructor in Health Education
M.S., University of Illinois

Robert W. Kief (1970)
Head Athletic Trainer
Instructor in Physical Education
M.S., Illinois State University

Harland R. Kilborn (1980)
Head Golf Coach
B.S., Eastern Illinois University

Dolores A. Kilgo (1978)
Assistant Professor of Art
M.A., Illinois State University

William C. King (1978)
Instructor in Mathematics
M.A., University of Illinois

Betty J. Kinser (1975)
Instructor in Art
M.S., Illinois State University

James G. Kirchner (1969)
Associate Professor of Geology
Ph.D., The University of Iowa

John W. Kirk (1966)
Professor of Theatre
Ph.D., University of Florida

George C. Kiser (1974)
Associate Professor of Political Science
Ph.D., University of Massachusetts

William L. Kittrell (1978)
Assistant Professor of Finance
M.B.A., The Florida State University

Gary M. Klass (1980)
Assistant Professor of Political Sciences
Ph.D., State University of New York at Binghamton

Patricia H. Klass (1980)
Instructor in Specialized Educational Development in the High Potential Students Program
M.A.T., State University of New York at Binghamton

Robert M. Knapp (1978)
Faculty Associate in University High School
B.S., Illinois Wesleyan University

James A. Knecht (1977)
Assistant Professor of Political Science
J.D., University of Illinois

John F. Knight (1979)
Faculty Associate in University High School
Lecturer in Industrial Technology
M.Ed., Rhode Island College

Keith P. Knoblock (1967)
Associate Professor of Art
M.F.A., The Ohio State University

William J. Knoedel (1981)
Assistant Track Coach
M.A., The University of Iowa

Maurice E. Knuckles (1981)
Assistant Professor of Environmental Health
M.S.P.H., The University of North Carolina at Chapel Hill

Robert W. Koehler (1961)
Professor of Physical Education
Ed.D., University of Utah

Herbert L. Koerselman (1974)
Professor of Music
D.M.A., The University of Iowa

Douglas J. Koertge (1978)
Assistant Professor of Theatre
Ph.D., University of Illinois

Frederick W. Kohlmeyer (1964)
Professor of History
Ph.D., University of Minnesota
Leave of Absence, Second Semester, 1981-82 School Year

Walter S. G. Kohn (1956)
Professor of Political Science
Ph.D., New School for Social Research, New York
Leave of Absence, Second Semester, 1981-82 School Year

Kenneth G. Kombrink (1982)
Assistant Professor of Political Science
J.D., University of Missouri - Columbia

Catherine W. Konsky (1974)
Associate Professor of Communication
Ph.D., The University of Iowa

Carol L. Kornblith (1981)
Associate Professor of Psychology
Ph.D., California Institute of Technology

Joe W. Kraus (1966)
Director of Libraries
Professor of Library Science
Ph.D., University of Illinois

Paul W. Krueger (1974)
Assistant Professor of Accounting
M.B.A., Northwestern University; C.P.A.

Dennis V. Kruse (1970)
Associate Professor of Business Law
J.D., The University of Iowa

Brad I. Kuchan (1979)
Faculty Associate in University High School
B.A., Ohio Northern University

Joseph L. Kuharich (1980)
Assistant Football Coach
B.S., Boston College

Linda A. Kuhlmann (1978)
Faculty Associate in Laboratory Schools Special Education
M.S. in Ed., Illinois State University

Cletus P. Kurtzman (1978)
Adjunct Professor of Mycology
Ph.D., West Virginia University

Michael E. Kurz (1968)
Professor of Chemistry
Ph.D., Case Institute of Technology

Donald E. LaCasse, Jr. (1973)
Assistant Professor of Theatre
Ph.D., Michigan State University

Karen K. Lacy (1981)
Assistant Professor of Anatomy
Ph.D., University of Cincinnati

Clarence J. Lafler (1980)
Adjunct Professor of Medical Technology
M.D., The University of Michigan

Lorrie J. Laing (1977)
Instructor in Industrial Technology
M.S., Illinois State University

Douglas H. Lamb (1970)
Counselor, Student Counseling Center
Professor of Psychology
Ph.D., The Florida State University

Lucille E. Lammers (1981)
Professor in Accounting
Ph.D., University of Wisconsin - Madison; C.P.A.

Gail L. Landberg (1979)
Director of Reading Study Skills Center
Instructor in Reading
(Department of Specialized Educational Development)
M.A., Western Michigan University

Debra A. Landre (1979)
Instructor in Mathematics
M.S., Illinois State University

Ralph L. Lane (1968)
Professor of Theatre
Ph.D., Northwestern University

Rowena V. Lane (1968)
Instructor in Home Economics
M.S., Illinois State University

Frederick W. Lange (1979)
Director, Historic Sites Division (MARC)
Adjunct Associate Professor of Anthropology
Ph.D., The University of Wisconsin-Madison

Jean R. Lange (1980)
Admissions Counselor in Admissions and Records
B.S. in Ed., Illinois State University

Cathryn R. Lanham (1979)
Tutor in High Potential Students Program
Instructor in English
M.S., Illinois State University

James H. LaRue (1981)
Assistant Librarian
Instructor in Library Science
M.S., University of Illinois

Grace H. Latshaw (1981)
Adjunct Lecturer in Medical Technology
B.S., Millikin University

Gurcharan S. Laumas (1973)
Professor of Economics
Ph.D., Wayne State University
Leave of Absence, First Semester, 1981-82 School Year

A. Luellen Laurenti (1978)
Instructor in Spanish
M.A., University of Illinois

Joseph L. Laurenti (1962)
Professor of Spanish and Italian

Ph.D., University of Missouri

Parker L. Lawlis (1965)
Director, Placement Service
M.S. in Ed., Illinois State University

Marilyn C. Lawrence (1973)
University Coordinator of Professional Practice
(College of Continuing Education and Public Service)
Ed.D., Illinois State University

Ronald L. Laymon (1965)
Director of Graduate Programs, College of Education
Professor of Educational Administration
(Department of Educational Administration and Foundations)
Ed.D., Indiana University

Felino D. Lazaro (1981)
Staff Physician, Student Health Service
M.D., University of Santo Tomas

Barbara Hunt Lazerson (1969)
Professor of Education
(Department of Curriculum and Instruction)
Ph.D., The University of Nebraska
Leave of Absence, Second Semester, 1982-83 School Year

Linda M. Leach (1980)
Assistant Director of the Center for Educational Evaluation and Resource Teaching
(Department of Specialized Educational Development)
M.S. in Ed., Illinois State University

Lincya L. Leaf (1980)
Assistant Professor of Theatre
Ph.D., University of Oregon

Susan A. Leaser (1979)
Assistant Professor of English
Ph.D., The University of Tennessee

Lois R. Lederman (1978)
Instructor in Education
(Department of Specialized Educational Development)
M.A., Northeastern Illinois University

Dorothy E. Lee (1962)
Associate Professor of Sociology
Ph.D., The University of Iowa
Leave of Absence, Second Semester, 1981-82 School Year

Henry C. Lee (1977)
Assistant to the Director of Admissions and Records
M.S., Illinois State University

Robert H. Lee (1980)
Instructor in Management
M.B.A., Northern Illinois University

Kenneth L. Leicht (1967)
Associate Professor of Psychology
Ph.D., Northwestern University

Linda M. Leinick (1979)
Instructor in Accounting
M.S., Illinois State University

Carol J. Leisch (1979)
Assistant Director, Reading Study Skills Center
Instructor in Specialized Educational Development
(Department of Specialized Educational Development)
M.Ed., University of Illinois

Elmer A. Lemke (1965)
Professor of Psychology
Ph.D., The University of Wisconsin

Wilbert Marcellus Leonard II (1970)
Professor of Sociology
Ph.D., The Ohio State University

M. Susan LeSeure (1980)
Instructor in English
M.A., Illinois State University

Arthur Lewis (1972)
Professor of Music
Mus. D., Indiana University

Dixie L. Lewis (1977)
Faculty Associate in University High School
M.S. in Ed., Illinois State University

Franklin G. Lewis (1967)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., North Texas State University

Marjorie L. Lewis (1951)
Associate Professor of Psychology
Ph.D., University of Illinois

Mary F. Lewis (1977)
Assistant Professor of Management
M.B.A., Northeast Louisiana University

Anthony E. Liberta (1981)
Professor of Mycology
Ph.D., University of Illinois

Sun San Lin (1981)
Adjunct Professor of Health Science
M.D., National Taiwan University College of Medicine

Clyde B. Lindsley (1979)
Auditorium Manager, University Union and Auditorium
M.Ed., University of Massachusetts

Connie J. Link (1981)
Instructor in Communication
M.A., Eastern Illinois University

William R. Linneman (1964)
Professor of English
Ph.D., University of Illinois

Mary Mihalek Lipat (1979)
Instructor in Music
M.M., University of Illinois

David E. Little (1979)
Instructor in Music
M.M., Illinois State University

Francis A. Littler (1973)
Instructor in English
M.A., Illinois State University

Sheng - Huc Daniel Liu (1981)
Assistant Professor of Applied Computer Science
Ph.D., Illinois State University

Robert D. Liverman (1969)
Professor of Physical Education
Ph.D., University of Illinois

David L. Livers, Jr. (1962)
Professor of Education
(Department of Specialized Educational Development)
Ph.D., The University of Iowa

Edward A. Livingston (1968)
Professor of Music
M.A., Western Michigan University

Wayne N. Lockwood, Jr. (1977)
Associate Professor of Industrial Technology
Ph.D., University of Illinois

Franzie L. Loepp (1970)
Professor of Industrial Technology
Ed.D., University of Northern Colorado

Jerome J. LoMonaco (1975)
Associate Professor of Music

Emily S. Long (1979)
Faculty Associate in Metcalf Elementary School
M.S. in Ed., Illinois State University

Larry W. Long (1979)
Assistant Professor of Communication
Ph.D., The University of Oklahoma

Penelope N. Long (1980)
Instructor in Business Education and Administrative Services
M.A., North Texas State University

Michael A. Lorber (1970)
Professor of Education
(Department of Curriculum and Instruction)
Ph.D., Ohio University

Ned B. Lovell (1977)
Associate Professor of Education
(Department of Educational Administration and Foundations)
Ph.D., The Florida State University

Donald E. Luman (1977)
Assistant Professor of Geography
Ph.D., University of Illinois

Kenneth E. Luschinski (1981)
Instructor in Industrial Technology
M. Ind. Ed., Clemson University

Marvin L. Luthe (1966)
Associate Professor of Physics
Ph.D., Virginia Polytechnic Institute and State University

Mary Ann Lynn (1966)
Associate Professor of Education
(Department of Educational Administration and Foundations)
Ed.D., Illinois State University

182 Faculty and Administrative Staff

Laurene Mabry (1960)
Professor of Physical Education
Ph.D., The University of Iowa

David J. MacDonald (1971)
Associate Professor of History
Ph.D., University of Minnesota

Sharon S. MacDonald (1973)
Instructor in History
M.A., University of Minnesota

Michael Macesich (1962)
Assistant Professor of Chemistry
(University High School)
M.S., Indiana State University

Kenton F. Machina (1973)
Chairperson, Department of Philosophy
Associate Professor of Philosophy
Ph.D., University of California at Los Angeles

Arturo L. Mack (1979)
Assistant Director of Residential Life
M.Ed., The University of Arizona

Carolyn W. Mack (1981)
Assistant Professor of Education
(Department of Specialized Educational Development)
Ph.D., The Ohio State University

Gertrude J. MacPhail (1980)
Adjunct Instructor in Medical Technology
M.S., Purdue University

Thomas O. Madell (1980)
Visiting Assistant Professor of Psychology
Ph.D., University of Illinois

Normand W. Madore (1961)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., Wayne State University

Michael J. Maher (1979)
Assistant Director of the Office of Research Services and Grants
Ph.D., University of Minnesota

Stephen J. Mainville (1981)
Assistant Professor of English
M.A., State University of New York at Oswego

Geraldine S. Malone (1980)
Adjunct Lecturer in Medical Technology
B.S., Central Michigan University

Kathleen A. Malone-Clesson (1980)
Faculty Associate in University High School
M.Ed., University of Illinois

Nancy Carol Malone (1980)
Faculty Associate in University High School
M.S., University of Wisconsin

Thomas E. Malone (1969)
Associate Professor of Art
M.S., The University of Wisconsin

Leon M. Manelis (1975)
Associate Professor of Psychology
Ph.D., Stanford University

Herbert D. Mann (1978)
Assistant Professor of English
Ph.D., State University of New York at Binghamton

Darryl T. Manring (1962)
Assistant Professor of Music
M.M., The University of Michigan

Floyd R. Mansberger (1981)
Head, Special Projects (MARC)
(Department of Sociology, Anthropology, and Social Work)
M.A., Illinois State University

Jack C. Mapes (1977)
Faculty Associate in Laboratory Schools Special Education
M.S., University of Utah

Marilyn K. Mapes (1981)
Faculty Associate in Laboratory Schools Special Education
B.S., Ed., Northern Illinois University

Ioannis Maratos (1980)
Adjunct Professor of Medical Technology
M.D., University of Vienna (Austria)

Patricia J. Marcus (1976)
Associate Professor of Business Education and Administrative Services
Ph.D., University of Illinois

Allen L. Markezich (1981)
Instructor in Biological Sciences
M.S., University of Illinois at Chicago Circle

Jeanne G. Marquis (1973)
Instructor in Education

(Department of Specialized Educational Development)
M.S. in Ed., Illinois State University

Jeanne N. Martens (1981)
Lecturer in Medical Technology
B.S., Illinois State University

Judith A. Martin (1968)
Faculty Associate in University High School
M.S., Southern Illinois University

Olga A. Martinez (1966)
Assistant Professor of Spanish
M.A., University of Cordoba, Argentina

B. J. Marymont (1977)
Coordinator in Academic Advisement
M.S., Southwest Missouri State University

Marcia Smith Marzec (1980)
Assistant Professor of English
Ph.D., Northern Illinois University

Joseph V. Massa (1979)
Assistant Professor of Finance
M.B.A., The University of Nebraska-Lincoln

S. Scott Massin (1977)
Associate Professor of Business Law
J.D., University of Nebraska

Franklin G. Matsler (1968)
Executive Director of the Board of Regents
Professor of Higher Education
(Department of Educational Administration and Foundations)
Ph.D., University of California at Berkeley

Eleanor F. Matthews (1968)
Assistant Librarian
Associate Professor of Library Science
M.S., University of Illinois

Paul F. Mattingly (1962)
Professor of Geography
Ph.D., The Pennsylvania State University

Abdelmagid M. Mazen (1981)
Assistant Professor of Management and Marketing
M.B.A., Central Michigan University

Robert E. McAdam (1970)
Director, Office of Research Services and Grants
Professor of Physical Education
Ph.D., University of Illinois

Patricia C. McAnally (1966)
Assistant Professor of Special Education
(Department of Specialized Educational Development)
M.Ed., University of Illinois

Thomas H. McAninch (1979)
Assistant Professor of Criminal Justice Sciences
M.S., Marshall University

John E. McArdle (1980)
Adjunct Assistant Professor of Anatomy
Ph.D., The University of Chicago

John F. McAtee (1968)
Associate Director of the Office of Research Services and Grants
Ph.D., Southern Illinois University

Sharon L. McCabe (1981)
Counselor, Student Counseling Center
Instructor in Psychology
Ph.D., University of Illinois

Bernard J. McCarney (1958)
Professor of Economics
Ph.D., University of Pittsburgh

JoAnn McCarthy (1976)
Research Associate in Research, Development, and Field Services
Assistant Professor of French
(College of Education)
Ph.D., The Florida State University

John R. McCarthy (1974)
Professor of Education
(Department of Educational Administration and Foundations)
Ph.D., The Florida State University

Christine B. McCormick (1981)
Assistant Professor of Psychology
Ph.D., University of Wisconsin - Madison

Derek A. McCracken (1969)
Associate Professor of Biological Sciences
Ph.D., University of Toronto

Mark B. McGartland (1979)
Adjunct Instructor in Social Work
M.S.W., University of Illinois

Ellen M. McGill (1980)
Adjunct Instructor in Medical Technology
A.B., Mt. St. Scholastic College

J H McGrath (1968)
Professor of Educational Administration
(Department of Educational Administration and Foundations)
Ph.D., The University of Iowa

Charles R. McGuire, Jr. (1980)
Assistant Professor of Business Law
J.D., University of Illinois

Gregory L. McIntosh (1980)
Assistant Football Coach
B.S. in Rec., Indiana University

Gerald W. McLean (1974)
Assistant Professor of Accounting
M.S., Illinois State University; C.D.P.

Raymond L. McKinley (1965)
Director, Scheduling and Space Analysis
Assistant Director of Summer Sessions
M.S., University of Illinois

Elizabeth S. McMahon (1971)
Professor of English
Ph.D., University of Oregon

Shelley G. McNamara (1980)
Assistant Professor of English
Ph.D., Michigan State University

Walter B. Mead (1967)
Associate Professor of Political Science
Ph.D., Duke University

John V. Meador (1969)
Associate Professor of Finance
Ph.D., The University of Iowa
Deceased July, 1981

Dona J. Meador (1981)
Instructor in Geography
M.S., Illinois State University

H. Lee Meadow (1981)
Assistant Professor of Marketing
M.S., Virginia Polytechnic Institute and State University

Edward S. Meckstroth (1974)
Assistant Librarian
Associate Professor of Library Science
M.A., The University of Chicago

Patricia A. Meckstroth (1976)
Assistant Librarian
Associate Professor of Library Science
M.A., The University of Chicago

Timothy J. Meline (1978)
Assistant Professor of Speech Pathology and Audiology
Ph.D., University of Illinois

Tigineh Mersha (1982)
Assistant Professor of Quantitative Methods
M.B.A., University of Cincinnati

Robert L. Metcalf (1961)
Director of University High School Athletics
Professor of Physical Education
P.E.D., Indiana University

Ralph A. Meyerling (1961)
Professor of Education
(Department of Specialized Educational Development)
Ph.D., The University of Iowa

Christine A. Meyers (1971)
Assistant Professor of Dance
M.F.A., The University of North Carolina

Carol T. Michaelis (1981)
Associate Professor of Education
(Department of Specialized Educational Development)
Ph.D., The University of Utah

Lynne E. Milburn (1981)
Counselor, Student Counseling Center
M.S. in Ed., Illinois State University

Mary Kaye M. Millard (1981)
Tutor in the High Potential Students Program
Instructor in English
M.A., California State College

E. Joan Miller (1962)
Professor of Geography
Ph.D., The University of North Carolina at Chapel Hill

Kevin J. Miller (1980)
Adjunct Lecturer in Medical Record Administration

B.S., Illinois State University
Larry R. Miller (1971)
 Professor of Industrial Technology
 Ph.D., The Ohio State University

Marcia A. Miller (1971)
 Adjunct Professor of Microbiology
 Ph.D., The Ohio State University

Raymond M. Miller (1977)
 Adjunct Professor of Soil Microbiology
 Ph.D., Illinois State University

Sharon L. Miller (1982)
 Assistant Sports Information Director
 B.S. in Ed., Illinois State University

Wilma H. Miller (1968)
 Professor of Education
 (Department of Specialized Educational Development)
 Ed.D., The University of Arizona

Alan P. Milliken (1969)
 Professor of Education
 (Department of Specialized Educational Development)
 Ed.D., University of Illinois
 Leave of Absence, 1981-82 School Year

Dixie L. Mills (1980)
 Assistant Professor of Finance
 Ph.D., University of Cincinnati

Frederick V. Mills (1968)
 Chairperson, Department of Art
 Professor of Art
 Ed.D., Indiana University

Lois R. Mills (1979)
 Instructor in Education
 (Department of Curriculum and Instruction)
 M.S. in Ed., Illinois State University

Ethel B. Mincey (1972)
 Assistant Professor of Education
 (Department of Curriculum and Instruction)
 Ph.D., University of Illinois

JoAnna S. Mink (1978)
 Instructor in English
 M.S., Illinois State University

Orrin J. Mizer (1947)
 Associate Professor of Biological Sciences
 (University High School)
 Ph.D., The University of Iowa

Edward L. Mockford (1960)
 Professor of Entomology
 Ph.D., University of Illinois

Gellert Modos (1980)
 Associate Professor of Music
 M.M., Franz Liszt Music Academy

Mary A. Moffitt (1981)
 Instructor in Communication
 M.A., Illinois State University

Coenraad L. Mohr (1970)
 Professor of Management
 Ph.D., University of Minnesota

Patricia K. Monoson (1976)
 Assistant Professor of Speech Pathology and Audiology
 Ph.D., University of Illinois

Alan D. Monroe (1970)
 Professor of Political Science
 Ph.D., Indiana University

John F. Moomey (1973)
 Executive Director-Illinois Principals Association
 (Department of Educational Administration and Foundations)
 M.S. in Ed., Eastern Illinois University

Willard J. Moonan (1969)
 Assistant Librarian
 Associate Professor of Library Science
 M.A., University of Minnesota

Albert G. Moonsammy (1981)
 Instructor in Environmental Health
 M.S.E.H., East Tennessee State University

Barry E. Moore (1962)
 Professor of Art
 Ed.D., University of Illinois

Benjamin L. Moore (1973)
 Associate Professor of Psychology
 Ph.D., The Florida State University

Clarence L. Moore (1961)
 Professor of Animal Science
 Ph.D., South Dakota State University

Joseph F. Moore (1981)
 Lecturer in Communication
 B.A., The University of Virginia

Walter J. Moore (1981)
 Professor of Education
 (Department of Curriculum and Instruction)
 Ph.D., Syracuse University

Kenneth O. Moreland (1964)
 Assistant Professor of Elementary Education
 (Department of Curriculum and Instruction)
 Adv. Cert. in Ed., University of Illinois

William W. Morgan (1969)
 Professor of English
 Ph.D., The University of Tennessee

Lanny E. Morreau (1975)
 Associate Professor of Special Education
 (Department of Specialized Educational Development)
 Ph.D., University of Minnesota
 Leave of Absence, First Semester, 1981-82 School Year

Charles E. Morris (1966)
 Vice President for Administrative Services
 Associate Professor of Mathematics
 Ph.D., University of Illinois

Jeanne B. Morris (1967)
 Associate Professor of Education
 (Department of Curriculum and Instruction)
 Ed.D., University of Illinois

Sister Mary R. Morris (1979)
 Assistant Professor of Medical Record Administration
 M.S., Marquette University; R.R.A.

Robert E. Morris (1976)
 Faculty Associate in University High School
 M.S. in Ed., Illinois State University

Edwin W. Morse (1980)
 Instructor in Geology
 M.S., Wayne State University

Daniel J. Mortier (1980)
 Assistant Football Coach
 M.S., Northern Illinois University

Joyce L. Morton (1966)
 Head Women's Cross Country Track and Field Teams Coach
 Assistant Professor of Physical Education
 M.Ed., Colorado State University

Robert L. Moulic (1977)
 Instructor in Applied Computer Science
 M.S., University of Illinois

Dennis R. Mueller (1979)
 Assistant Professor of Industrial Technology
 Ph.D., The Ohio State University

Samuel J. Mungo (1968)
 Associate Professor of Education
 (Department of Curriculum and Instruction)
 Ph.D., New York University

Linda S. Munts (1980)
 Adjunct Lecturer in Medical Record Administration
 B.S., Illinois State University

Johnny I. Murdock (1977)
 Assistant Professor of Communication
 Ph.D., The University of Iowa

Kathleen A. Murphy (1981)
 Assistant Professor of Education
 (Department of Educational Administration and Foundations)
 Ed.D., Harvard University

Patricia J. Murphy (1979)
 Instructor in Sociology
 M.A., University of Massachusetts

Connie L. Myers (1980)
 Adjunct Lecturer in Medical Technology
 B.S., Marshall University

Joel P. Myers (1970)
 Professor of Art
 M.F.A., Alfred University (New York)

Mathew I. Nadakavukaren (1964)
 Professor of Botany and Electron Microscopy
 Ph.D., Oregon State University

Audrey B. Naffziger (1978)
 Faculty Associate in Metcalf Elementary School
 B.S. in Ed., Illinois State University

Guramkonda N. Naidu (1976)
 Associate Professor of Finance
 Ph.D., The University of Iowa

Guramkonda V. Naidu (1982)
 Staff Physician, Student Health Service

M.D., Sri Venkateswara Medical College
Andrew T. Nappi (1980)
 Dean, College of Business
 Professor of Business Education and Administrative Services
 Ph.D., Ohio University

Haifa R. Nassar (1981)
 Instructor in Mathematics
 M.S., Illinois State University

Jamal R. Nassar (1978)
 Assistant Professor of Political Science
 Ph.D., University of Cincinnati

Joseph M. Natale (1956)
 Associate Professor of Art
 M.S., Indiana State University

Mary J. Natale (1954)
 Assistant Professor of Elementary Education
 (Department of Curriculum and Instruction)
 M.S. in Ed., Illinois State University

Carol T. Neely (1979)
 Associate Professor of English
 Ph.D., Yale University

David E. Neely (1981)
 University Affirmative Action Officer
 J.D., The University of Iowa

Maria L. Neimark (1980)
 Instructor in Economics
 Ph.D., Moscow University

Wayne Nelsen (1981)
 Assistant Professor of Industrial Technology
 Ed.D., University of Northern Colorado

Michael A. Nelson (1981)
 Assistant Professor of Economics
 Ph.D., Purdue University

Paul R. Nelson (1976)
 Acting Chief Medical Advisor
 Staff Physician, Student Health Service
 M.D., University of Minnesota

Robert S. Nelson (1970)
 Associate Professor of Geology
 Ph.D., The University of Iowa

Thomas W. Nelson (1970)
 Assistant Professor of Education
 (Department of Educational Administration and Foundations)
 M.A., California State University at Fresno

Janice G. Neuleib (1970)
 Director, Writing Center
 Associate Professor of English
 Ph.D., University of Illinois

Robert D. Neuleib (1970)
 Faculty Associate in University High School
 M.S., Illinois State University

Marilyn P. Newby (1965)
 Associate Professor of Art
 Ph.D., The Pennsylvania State University
 Leave of Absence, Second Semester, 1981-82 School Year

Richard L. Newby (1958)
 Associate Professor of English
 Ph.D., University of Colorado

Eleanor D. Newmister (1970)
 Faculty Associate in Metcalf Elementary School
 M.S. in Ed., Illinois State University

Mary J. Nicholas (1980)
 Associate Professor of Music
 Ph.D., The University of Kansas

Martin K. Nickels (1974)
 Associate Professor of Anthropology
 Ph.D., The University of Kansas

Edwin E. Niemi (1958)
 Professor of Art
 M.S., The University of Wisconsin

Douglas A. Nietzke (1963)
 Assistant Professor of English
 Ph.D., University of Illinois

Adele Nikolskaya (1978)
 Assistant Professor of Economics
 Ph.D., Economics Institute of USSR State Planning Commission (Moscow)

Katherine H. Nolan (1980)
 Lecturer in Art
 A.M., University of Illinois

Ann E. Nolte (1973)
 Professor of Health Education
 Ph.D., The Ohio State University

John W. Nowak (1974)
 Assistant Professor of Quantitative Analysis
 M.S., Southern Methodist University

Frederick R. Noyes (1968)
Assistant Professor of Special Education
(Department of Specialized Educational Development)
M.S. in Ed., New York State University at Buffalo

Robert O. Nunemacher (1981)
Instructor in Chemistry
Ph.D., University of Illinois

John A. Nyman (1981)
Assistant Professor of Economics
M.S., University of Wisconsin - Madison

Christopher L. Nyweide (1980)
Assistant Professor of Medical Record Administration
J.D., The John Marshall Law School

Katherine Rahr Oberhardt (1978)
Faculty Associate in Metcalf Elementary School
M.S., Illinois State University

Terry W. Oberhardt (1980)
Faculty Associate in Metcalf Elementary School
B.S., Illinois State University

Margareta O'Connell (1979)
Instructor in French
M.A., Illinois State University

Phyllis J. O'Connor (1981)
Assistant Professor of Education
(Department of Specialized Educational Development)
M.A., Michigan State University

Phares G. O'Daffer (1968)
Professor of Mathematics
Ph.D., University of Illinois
Leave of Absence, First Semester, 1981-82 School Year

Elizabeth Ogunsole (1980)
Coordinator of Academic Services
High Potential Students Program
M.S.Ed., Illinois State University

Takashi Okuno (1980)
Adjunct Professor of Medical Technology
M.D., Kanazawa University

Camille R. Oldenburg (1980)
Instructor in Education
(Department of Curriculum and Instruction)
M.A., Northeastern Illinois University

Louis A. Olivier (1980)
Chairperson, Department of Foreign Languages
Professor of French
Ph.D., The Johns Hopkins University

Lucia C. Olivier (1973)
Associate Professor of English
Ph.D., Ohio University

Miriam G. Olsen (1979)
Special Service Center Nurse in the Health Service
B.S.N.Ed., Loyola University of Chicago

Nancy H. Olsen (1981)
Lecturer in Art
B.S., Illinois State University

Patsy S. Oman (1974)
Assistant Professor of Accounting
M.S., Illinois State University; C.P.A.

Fred W. Omer (1969)
Associate Professor of Music
M.S., University of Illinois

Murrial G. Orendorff (1981)
Assistant Director, Admissions and Records
B.S., Illinois State University

Marla M. Ortincau (1980)
Student Judicial Counselor
B.A., Illinois State University

Anthony L. Ostrosky (1973)
Associate Professor of Economics
Ph.D., University of Pittsburgh

Mary E. Oswald (1980)
Adjunct Lecturer in Medical Record Administration
A.B., Goshen College

Robert S. Otolaski (1980)
Head Football Coach
M.S., Indiana University

Albert D. Otto (1969)
Chairperson, Department of Mathematics
Professor of Mathematics
Ph.D., The University of Iowa

M. Kathryn Otto (1981)
Instructor in Education

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M.Ed., University of Illinois

Ronald J. Otto (1980)
Instructor in Applied Computer Science
M.S., The University of Southwestern Louisiana

Randall C. Overton (1977)
Assistant Professor of Psychology
Ph.D., Northwestern University

Virginia S. Owen (1964)
Professor of Economics
Ph.D., University of Illinois

Carol S. Owles (1978)
Faculty Associate in Metcalf Elementary School
M.S., Illinois State University

V. Arthur Owles (1973)
Assistant Professor of Applied Computer Science
M.S., Illinois State University

Gus Pachis, Jr. (1980)
Assistant Football Coach
M.S. in Ed., The University of Akron

Arthur L. Paddock (1979)
Assistant Professor of Criminal Justice Sciences
Ph.D., Southern Illinois University

George E. Palmer (1969)
Assistant Professor of Library Science
M.L.S., University of Pittsburgh
A.M., University of Illinois

Teresa M. Palmer (1969)
Assistant Professor of Business Education and Administrative Services
Ed.D., University of Illinois

Martine Palo (1979)
Assistant Professor of Foreign Languages
M.A., University of Missouri

Michael F. Palo (1979)
Assistant Professor of History
Ph.D., University of Illinois

Sally B. Pancrazio (1981)
Assistant Professor of Education
(Department of Educational Administration and Foundations)
Ed.D., University of Illinois

Mary E. Papke (1980)
Instructor in English
M.A., McGill University

Ana M. Parent (1980)
Instructor in Spanish
Ph.D., University of Illinois

David J. Parent (1968)
Professor of German
Ph.D., University of Cincinnati

Peter A. Parmantier (1961)
Assistant Professor of English
(University High School)
M.S. in Ed., Illinois State University

James T. Parr (1970)
Assistant Professor of Mathematics
Ph.D., Indiana University

Ruth H. Parsons (1980)
Instructor in Mathematics
M.S., Illinois State University

James E. Patterson (1957)
Professor of Geography
Ph.D., University of Illinois

G. Benjamin Paxton (1965)
Manager of Radio Station WGLT
Assistant Professor of Communication
M.A., The University of Tennessee

Richard J. Payne (1975)
Associate Professor of Political Science
Ph.D., Howard University (Washington, D.C.)

Sherman E. Peck (1975)
Lecturer in Art
B.S., Illinois State University

Rita L. Pell (1976)
Advisor in Academic Advisement
M.A., Bradley University

Charles W. Pendleton (1966)
Professor of Industrial Technology
Ed.D., University of Illinois

Richard L. Penland (1977)
Associate Director of Residential Life
M.S., East Texas State University

Howard L. Penning (1980)
Adjunct Professor of Medical Technology
M.D., St. Louis University School of Medicine

Jeannine C. Perez (1981)
Head Teacher, Child Care Center
M.S. in Ed., Illinois State University

J.R. Perrachione (1979)
Assistant Professor of Marketing
Ph.D., University of South Florida

Barbara J. Perry (1972)
Faculty Associate in Metcalf Elementary School
B.S., The University of Wisconsin-Stout

Walter W. Perry (1979)
Area Coordinator, Office of Residential Life
M.Ed., Springfield College

Warren S. Perry (1955)
Chairperson, Department of Business Education and Administrative Services
Professor of Business Education and Administrative Services
Ed.D., University of Colorado

Rodney C. Peters (1981)
Hall Manager in the Office of Residential Life
B.A., Morgan State University

Deborah S. Petersen (1981)
Assistant Professor of Communication
M.A., The University of Iowa

Don L. Peterson (1964)
Professor of Music
Ph.D., The University of Wisconsin

George A. Petrossian (1963)
Associate Professor of French
Ph.D., The University of Michigan

Wolfgang Pfabel, Jr. (1961)
Assistant Professor of German
M.A., Case Western Reserve University

Lorraine Pfleumer (1978)
Faculty Associate in Metcalf Elementary School
Ed.D., Illinois State University

Karen S. Pfost (1981)
Counselor, Student Counseling Center
Assistant Professor of Psychology
Ph.D., University of Missouri

Harold R. Phelps (1980)
Professor of Education
(Department of Specialized Educational Development)
Ph.D., The Ohio State University

Joseph S. Phillippe (1981)
Assistant Director, Prehistoric Sites (MARC)
(Department of Sociology, Anthropology, and Social Work)
M.S., Illinois State University

Ted J. Phillips (1979)
Area Coordinator in the Office of Residential Life
M.Ed., The University of Virginia

William B. Phillips III (1979)
Faculty Associate in Metcalf Elementary School
M.S. in Ed., Illinois State University

Walter D. Pierce (1969)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., University of Southern California

Judith M. Piercy (1981)
Area Coordinator, Office of Residential Life
B.S., Quincy College

William E. Piland (1979)
Associate Professor of Education
(Department of Curriculum and Instruction)
Ed.D., Northern Illinois University

Betty J. Pilchard (1978)
Instructor in Accounting
M.S., Illinois State University; C.P.A.

Grace K. Pittman (1970)
Advisor in Academic Advisement
A.M., University of Illinois

James R. Platt (1978)
Assistant Basketball Coach
B.A., Concordia Teachers College

Betty S. Plummer (1981)
Foreign Students' Advisor in International Studies
M.S., Illinois State University

Mark A. Plummer (1960)
Professor of History
Ph.D., The University of Kansas

Olgert Poca (1960)
Associate Professor of Sociology
Ph.D., Purdue University

Vernon C. Pohlmann (1955)
Professor of Sociology
Ph.D., Washington University
Leave of Absence, Second Semester,
1981-82 School Year

Jerry J. Polacek (1970)
Assistant Professor of Physical Education
M.S., Illinois State University

Harry E. Poling (1981)
Assistant Professor of Political Science
LL.B., Nashville Y.M.C.A. Night Law
School

James J. Pontillo (1981)
Assistant Professor of Spanish
Ph.D., State University of New York
at Buffalo

David R. Pontius (1980)
Assistant Professor of Industrial Technology
Ed.D., University of Illinois

Elizabeth T. Pope (1973)
Assistant Librarian
Associate Professor of Library Science
M.S. in L.S., Drexel University

Raechele L. Pope (1981)
Hall/House Manager in the Office of
Residential Life
B.A., Indiana University of Pennsylvania

Ronald R. Pope (1976)
Assistant Professor of Political Science
Ph.D., University of Pennsylvania

Roger E. Potter (1971)
Assistant to the Dean, College of Business
Professor of Finance
Ph.D., St. Louis University

David G. Poultney (1968)
Professor of Music
Ph.D., The University of Michigan

Elizabeth O. Powell (1980)
Adjunct Lecturer in Medical Record
Administration
B.S., Illinois State University

Kathryn A. Powers (1981)
Instructor in Mathematics
M.S., Southern Illinois University

Michael J. Powers (1976)
Chairperson, Department of Applied Computer
Science
Associate Professor of Applied Computer
Science
Ph.D., Indiana University

Mario Prada (1977)
Assistant Director of Admissions
Specialist, Southern Illinois University

Catherine A. Pratt (1982)
Instructor in Economics
J.D., Stetson University

Mildred S. Pratt (1969)
Professor of Social Work
Ph.D., University of Pittsburgh

Nan R. Presser (1977)
Counselor, Student Counseling Center
Assistant Professor of Psychology
Ph.D., The University of Texas at Austin

Robert L. Preston (1974)
Associate Professor of Physiology
Ph.D., University of California
Leave of Absence, Second Semester,
1981-82 School Year

Samuel T. Price (1968)
Professor of Special Education
(Department of Specialized Educational
Development)
Ed.D., University of Pittsburgh
Leave of Absence, Second Semester,
1982-83 School Year

Sharon P. Priester (1976)
Instructor in Mathematics
M.A., Western Michigan University

Calvin L. Pritner (1966)
Director, Illinois Shakespeare Festival
Professor of Theatre
Ph.D., University of Illinois
Leave of Absence, First Semester,
1981-82 School Year

Gwendolyn B. Pruyne (1980)
Research Associate in Education
(Department of Educational Administration and
Foundations)
B.A., Park College

Sharon D. Purkey (1975)
Advisor in Academic Advisement
M.A., University of Illinois

Hai-lun Qian (1981)
Adjunct Lecturer in Microbiology
B.S., Nanjing College of Pharmacy (China)

W. Laurance Quane (1967)
Assistant Dean of Undergraduate Instruction
Professor of Industrial Technology
Ph.D., Michigan State University

Lenora C. Quill (1981)
Instructor in Education
(Department of Specialized Educational
Development)
M.Ed., University of Illinois

Charles S. Quinn (1980)
Staff Physician, Student Health Service
M.D., The University of Louisville

Jill M. Quinn (1978)
Faculty Associate in Laboratory Schools Special
Education
B.S. in Ed., Illinois State University

Dorothy J. Quisenberry (1970)
Associate Professor of Physical Education
Ph.D., The Ohio State University

Alan N. Rabe (1981)
Professor of Health Education
Ph.D., University of Utah

David D. Rademacher (1969)
Advisor in Academic Advisement
M.Ed., University of Illinois

Karen E. Rallis (1980)
Instructor in Dance
M.A., Texas Woman's University

Rati Ram (1981)
Visiting Professor of Economics
Ph.D., The University of Chicago

David D. Ramsey (1973)
Associate Professor of Economics
Ph.D., University of Minnesota

Gary C. Ramey (1965)
Professor of Psychology
Ph.D., The University of Iowa

Taimi M. Ranta (1959)
Professor of English
Ph.D., University of Minnesota

Ralph J. Rascati (1979)
Assistant Professor of Microbiology
Ph.D., University of Massachusetts

Cynthia L. Rasmussen (1980)
Instructor in Communication
M.A., The University of Nebraska-Lincoln

Jo Ann Rayfield (1966)
Associate Professor of History
Ph.D., Vanderbilt University

Khalid A. Razaki (1980)
Assistant Professor of Accounting
M.A.S., University of Illinois

Jack E. Razor (1975)
Dean, College of Applied Science and
Technology
Professor of Physical Education
P.E.D., Indiana University

Robert M. Recardon (1967)
Adjunct Professor of Ophthalmology
M.D., The State University of New York
Downstate Medical Center at Brooklyn

Gordon M. Redding (1972)
Associate Professor of Psychology
Ph.D., The University of Wisconsin-Madison

Glenna D. Reeder (1977)
Associate Professor of Psychology
Ph.D., University of California at Santa
Barbara

Sharon M. Reeves (1980)
Faculty Associate in Metcalf Elementary School
B.S. in Ed., Southwest Texas State University

John T. Rehm (1969)
Associate Professor of Music
M.M., Indiana University
Leave of Absence, 1981-82 School Year

Edward M. Reichard (1980)
Professor of Management
Ph.D., Stanford University

Earl A. Reitan (1954)
Professor of History
Ph.D., University of Illinois

Richard C. Reiter (1964)
Professor of Chemistry

Ph.D., Purdue University

Alfonso H. Remedios (1980)
Adjunct Professor of Medical Technology
M.D., McGill University

Max R. Rennels (1968)
Professor of Art
Ed.D., Indiana University

Stanley W. Renner (1968)
Associate Professor of English
Ph.D., The University of Iowa

Joyce A. Rescho (1974)
Assistant Professor of Accounting
M.S., Illinois State University; C.P.A.
Leave of Absence, 1981-82 School Year

Kenneth A. Retzer (1959)
Professor of Mathematics
Ph.D., University of Illinois

Evelyn J. Rex (1958)
Professor of Education
(Department of Specialized Educational
Development)
Ph.D., George Peabody College for Teachers

Max Rexroad (1978)
Associate Professor of Accounting
Ph.D., University of Illinois; C.P.A.

Jonathan E. Reyman (1972)
Associate Professor of Anthropology
Ph.D., Southern Illinois University

Charles G. Reynard (1977)
Assistant Professor of Political Science
J.D., Loyola University School of Law

Dent M. Rhodes (1965)
Professor of Education
(Department of Curriculum and Instruction)
Ph.D., The Ohio State University

Douglas P. Rhone (1980)
Adjunct Professor of Medical Technology
M.D., University of Illinois College of Medicine

Beverly S. Rich (1979)
Instructor in Mathematics
M.S., Illinois State University

John H. Rich (1964)
Professor of Business Education
and Administrative Services
Ed.D., Indiana University

Doris M. Richards (1951)
Associate Professor of Speech Pathology
and Audiology
Ph.D., Case Western Reserve University

Terry Clark Richards (1981)
Associate Director of Financial Aid
M.A., Marshall University

Arlan G. Richardson (1971)
Professor of Chemistry and Biological
Sciences
Ph.D., Oklahoma State University

Carmen H. Richardson (1971)
Director, Division of Student Academic
Services
Associate Professor of English
Ed.D., Oklahoma State University

William H. Rickards (1981)
Assistant Professor of Recreation
M.S., California State University-Los Angeles

Wayne A. Riddle (1977)
Assistant Professor of Physiology
Ph.D., The University of New Mexico

Rodney P. Riegle (1978)
Associate Professor of Education
(Department of Educational Administration
and Foundations)
Ph.D., The Ohio State University

Samuel M. Riley (1980)
Assistant Professor of English
Ph.D., Washington State University

James M. Rio (1981)
Football Coach
B.S. Ed., Illinois State University

Pamela S. Ritch (1973)
Assistant Professor of Theatre
Ph.D., The University of Texas at Austin

Robert K. Ritt (1971)
Professor of Mathematics
Ph.D., Columbia University

Robert K. Rittenhouse (1978)
Assistant Professor of Special Education
(Department of Specialized Educational
Development)
Ph.D., University of Illinois

Elizabeth A. Robb (1981)
Assistant Professor of Business Law
J.D., Loyola University at Chicago

Frederick J. Roberts (1968)
Assistant Professor of Political Science
Ph.D., Princeton University

Herbert R. Roberts (1968)
Chairperson, Department of Political Science
Professor of Political Science
Ph.D., The University of Washington

Don R. Robinson (1972)
Associate Professor of Quantitative Methods
D.B.A., Louisiana State University
Leave of Absence, Second Semester,
1981-82 School Year

Stephen L. Rock (1981)
Assistant Professor of Education
(Department of Specialized Educational
Development)
M.S., Utah State University

James L. Roderick (1956)
Professor of Music
Ed.D., University of Illinois

Gabriel J. Rodriguez (1981)
Counselor, Student Counseling Center
M.A., University of Florida

Samuel J. Rogal (1981)
Assistant Professor of English
M.Litt., University of Pittsburgh

Stephen J. Rohner (1981)
Counselor, Student Counseling Center
M.A., Western Kentucky University

Thomas J. Romance (1981)
Faculty Associate in Metcalf Elementary
School
M.Ed., The University of Arizona

Carol G. Ropp (1978)
Faculty Associate in University High School
B.S., University of Illinois

Melissa A. Roseberry (1981)
Admissions Counselor in Admissions and
Records
B.S., Illinois State University

Stephen E. Rosenbaum (1971)
Assistant Professor of Philosophy
Ph.D., University of Illinois

Paul E. Rosene (1967)
Professor of Music
Ed.D., University of Illinois

Otis S. Rothenberger (1981)
Associate Professor of Chemistry
Ph.D., University of Delaware

Kris L. Roush (1981)
Hall Manager in the Office of Residential
Life
M.Ed., Colorado State University

Brisbane P. Rouzan, Jr. (1981)
Director, Special Services for Disadvantaged
Students
Adjunct Instructor in Education
(Department of Educational Administration
and Foundations)
M.A., Atlanta University

Eugene R. Rozanski (1976)
Professor of Accounting
Ph.D., Louisiana State University; C.P.A.; C.M.A.

Mary A. Rozum (1950)
Assistant Professor of Education
(Department of Curriculum and Instruction)
M.S. in Ed., University of Illinois

Myron E. Rubnitz (1980)
Adjunct Professor of Medical Technology
M.D., University of Nebraska College of Medicine

Robert E. Rumery (1964)
Associate Professor of Psychology
Ph.D., University of Illinois

James D. Rundall (1981)
Instructor in Accounting
M.S., Illinois State University

Heinz B. Russelmann (1976)
Director, Environmental Health Program
Assistant Professor of Environmental Health
M.P.H., The University of Michigan

Russell Rutter (1977)
Assistant Professor of English
Ph.D., The University of Wisconsin

Thomas L. Ruud (1962)
Administrative Assistant to the Dean
of the College of Fine Arts
M.S., The University of Wisconsin

J. William Ruyle (1979)
Associate Professor of Theatre
M.F.A., Illinois State University

Bernard L. Ryder (1956)
Professor of Chemistry
Ph.D., University of Illinois

Howard B. Rye (1957)
Professor of Music
Ed.D., Columbia University

Barry A. Sabath (1980)
Assistant Professor of Theatre
Ph.D., New York University

Crete D. Sabine (1975)
Professor of Educational Administration
(Department of Educational Administration
and Foundations)
Ed.D., Arizona State University

Natalia N. Sadomskaya (1980)
Instructor in Economics
Ph.D., Mikhalko Maklai Institute of Ethnography

Kathy M. Sakris (1980)
Adjunct Lecturer in Medical Technology
B.S., Western Illinois University

Jacqueline J. Salome (1971)
Coordinator in the Office of Clinical
Experiences and Certification Processes
M.S. in Ed., Illinois State University

Richard A. Salome (1970)
Professor of Art
Ed.D., Stanford University
Leave of Absence, First Semester,
1981-82 School Year

Donald H. Sandahl (1980)
Assistant Professor of Industrial Technology
M.S., University of Wisconsin - Stout

Karen F. Sams (1977)
Faculty Associate in University High School
M.A., Illinois State University

Dean E. Sanders (1981)
Associate Professor of Applied Computer Science
Ph.D., Michigan State University

Glen R. Sanderson (1981)
Professor of Accounting
Ph.D., Michigan State University

Dorothy D. Sands (1970)
Associate Professor of Accounting
M.S., Illinois State University; C.P.A.

Theodore Sands (1950)
Director of International Studies
Professor of History
Ph.D., The University of Wisconsin

Deborah L. Sandvik (1980)
Student Program Advisor in Student
Organizations, Activities and Programs
M.S., Illinois State University

Sue A. Satisfeld (1980)
Faculty Associate in University High School
B.S., Saint Paul's College

Kenneth K. Scanders (1991)
Hall/House Manager in the Office of
Residential Life
M.Ed., Howard University

John M. Scare (1978)
Director of Alumni Services and Development
M.A., Marshall University

David A. Scanlan (1981)
Assistant Professor of Applied Computer
Science
Ed.D., Northern Illinois University

Willie H. Scarborough (1975)
Instructor in Education
(Department of Specialized Educational
Development)
M.S., The University of Chicago

Edward L. Schapsmeier (1966)
Professor of History
Ph.D., University of Southern California

Jean Scharfenberg (1966)
Professor of Theatre
Ph.D., The University of Wisconsin

Maurice A. Scharton (1977)
Assistant Professor of English
Ph.D., Kansas State University

Michael D. Schermer (1974)
Director of Student Organizations,
Activities and Programs

Tim F. Scheu (1981)
Assistant Professor of Finance

B.B.A., University of Notre Dame

Thomas W. Schiebel (1979)
Research Consultant in Research Consulting
Service
Ph.D., The University of Rochester

Mark E. Schild (1981)
Faculty Associate in Laboratory Schools
Special Education
B.S.Ed., Illinois State University

Lorinda S. Schiller (1980)
Adjunct Assistant Professor of Medical
Technology
M.Ed., University of Illinois

Helmut J. Schimansky (1981)
Lecturer in Philosophy
A.M., University of Illinois

Leonard W. Schmitz (1974)
Associate Professor of Psychology
Ph.D., The University of Michigan

Elsie A. Schmidt (1958)
Professor of Geography
Ph.D., University of Munich, Germany

Gregory G. Schmidt (1981)
Assistant Professor of History
Ph.D., University of Illinois

Karen A. Schmidt-Elerich (1979)
Assistant Librarian
Instructor in Library Sciences
M.L.S., Indiana University

Raymond L. Schmitt (1968)
Professor of Sociology
Ph.D., The University of Iowa

Joyce E. Schmucker (1980)
Adjunct Lecturer in Medical Record
Administration
B.S., Illinois State University

Judith W. Schnaitter (1981)
Counselor, Student Counseling Center
M.A., University of Minnesota

Robert O. Schneider (1979)
Assistant Professor of Political Science
M.A., Miami University

Virginia Schnepp (1967)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., University of Illinois
Leave of Absence, First Semester,
1981-82 School Year

Kathleen A. Schniedwind (1976)
Athletic Trainer
M.S., Indiana University

Max Schoenfeld (1971)
Professor of Music
B.M., Manhattan School of Music

Clifford L. Schrock (1981)
Assistant Sports Information Director
B.S., Illinois State University

Juergen M. Schroer (1969)
Professor of Physics
Ph.D., Cornell University

Joan G. Schuetz (1973)
Lecturer in Music
B.S., Illinois State University

Peter F. Schuetz (1963)
Associate Professor of Music
M.M., University of Illinois

Richard V. Schuler (1970)
Acting Director of the Laboratory Schools
M.S. in Ed., Illinois State University

Luella E. Schulze (1958)
Assistant Professor of Education
(Department of Curriculum and Instruction)
A.M., University of Northern Colorado

Gweneth B. Schwab (1976)
Instructor in English
M.A., University of Missouri

Frith E. Schwalm (1970)
Associate Professor of Biological Sciences
Ph.D., Philipps Universitaet Marburg (Germany)

Vanette M. Schwartz (1976)
Assistant Librarian
Instructor in Library Science
A.M.L.S., The University of Michigan

Christ F. Schwelle (1968)
Director of the University Union/Auditorium
M.S. in Ed., Eastern Illinois University

Jimmy D. Scott (1957)
Professor of Physical Education
(University High School)
Ed.D., University of Missouri

Peggy E. Scott (1974)
Faculty Associate in University High School
B.A., Illinois State University

Pebe M. Scott (1966)
Professor of Physical Education
Ph.D., The University of Iowa

Thomas K. Seagrath (1959)
Professor of Geology
Ph.D., University of Illinois

Myra L. Secoy (1980)
Assistant Librarian
Assistant Professor of Library Science
M.S.L.S., University of Illinois

Thomas G. Secoy (1968)
Professor of Accounting
Ph.D., University of Illinois; C.P.A.

Margarette A. Seibel (1972)
Assistant Librarian
Assistant Professor of Library Science
M.A.L.S., Rosary College

Roslyn Seidenstein (1980)
Assistant Professor of Mathematics
Ph.D., University of Maryland College Park Campus

William D. Semlak (1974)
Chairperson, Department of Communication
Associate Professor of Communication
Ph.D., University of Minnesota

Alan L. Sender (1982)
Instructor in Communication
M.S., Northwestern University

Linnea I. Sennott (1980)
Associate Professor of Mathematics
Ph.D., Carnegie-Mellon University

Victoria C. Senti (1977)
Instructor in Education
(Department of Specialized Educational Development)
M.S., Illinois State University

Dorothy M. Sessions (1980)
Instructor in Education
(Department of Specialized Educational Development)
M.Ed., University of Illinois

Kyle C. Sessions (1967)
Associate Professor of History
Ph.D., The Ohio State University

Charles H. Shankle (1974)
Instructor in Accounting
M.B.A., Illinois State University

Alice Jo Shannon (1981)
Lecturer in Home Economics
M.S., Illinois State University

Kathy A. Shannon (1981)
Adjunct Assistant Professor of Medical Technology
M.H.S., Governors State University

Mitchell E. Shapiro (1978)
Assistant Professor of Communication
Ph.D., The Florida State University

John R. Sharpham (1972)
Director, Faculty and Instructional Development Program
Director, Teaching-Learning Center
Acting Coordinator of Media Services
Professor of Theatre
Ph.D., University of Colorado

Katherine V. Shaw (1968)
Assistant Librarian
Assistant Professor of Library Science
Ed. Spec., Western Michigan University

Margaret H. Shaw-Baker (1979)
Assistant Professor of Education
(Department of Curriculum and Instruction)
Ph.D., The University of Oklahoma

Diane A. Sheehan (1982)
Visiting Lecturer in Art
M.F.A., Indiana University

Karen G. Shelly (1981)
Instructor in Communication
M.S., Illinois State University

Michael B. Shelly (1965)
Assistant Professor of Communication
Ph.D., Southern Illinois University

Madeline G. Sheridan (1980)
Instructor in Education
(Department of Specialized Educational Development)
M.Ed., De Paul University

A Charles E. Sherman (1969)
Professor of Education
(Department of Educational Administration and Foundations)
Ed.D., Northern Illinois University

Lise B. Sherman (1981)
Faculty Assistant in Home Economics
B.S., Bradley University

John C. Shields (1979)
Assistant Professor of English
Ph.D., The University of Tennessee

Thomas W. Shilgalis (1967)
Associate Professor of Mathematics
Ph.D., University of Illinois

Joel W. Shinault (1980)
Counselor, Special Services for Disadvantaged Students
M.A., Atlanta University

Larry D. Shineman (1982)
Visiting Lecturer in Art
M.F.A., The University of Nebraska

Nolan D. Shireman (1981)
Assistant to Program Director, Military Science
(College of Applied Science and Technology)

Daria Shockley (1978)
Hall/House Manager in the Office of Residential Life
M.A., Kean College of New Jersey

Janet D. Shook (1981)
Assistant Director, Conference and Institutes
(College of Continuing Education and Public Service)
M.A., The University of Iowa

Lyle L. Shook (1981)
Assistant Professor of Criminal Justice Sciences
M.A., The University of Iowa

Murray M. Short (1964)
Assistant Professor of Education-Metcalf
(Department of Curriculum and Instruction)
M.A., George Peabody College for Teachers

David L. Shrader (1974)
Chairperson, Department of Music
Professor of Music
D.M.A., University of Oregon

Sol Shulman (1969)
Professor of Chemistry
Ph.D., North Dakota State University

Stanley B. Shuman (1960)
Assistant Vice President for Physical Planning and Operations
Professor of Geography
Ph.D., University of Illinois

Mark Siderits (1980)
Assistant Professor of Philosophy
Ph.D., Yale University

Herbert C. Sieg (1966)
Associate Professor of Accounting
M.A.S., University of Illinois; C.P.A.

Stephanie H. Sigala (1978)
Assistant Professor of Art
M.A., University of California at Los Angeles

Leonard E. Sigler (1974)
Assistant Professor of Agricultural Mechanics
Ed.D., University of Illinois

Simone Silberman (1980)
Adjunct Professor of Medical Technology
M.D., Medical School, Cairo University (Egypt)

Patricia C. Simmons (1980)
Instructor in Education
(Department of Specialized Educational Development)
M.S. in Ed., Southern Illinois University

L. Moody Simms, Jr. (1967)
Chairperson, Department of History
Professor of History
Ph.D., University of Virginia

Wayne L. Simms (1980)
Lecturer in Industrial Technology
M.Ed., University of Illinois

Herman J. Simon (1973)
Associate Director of Admissions
M.S. in Ed., Illinois State University

Bahadur Singh (1979)
Associate Professor of Mathematics
Ph.D., The University of Wisconsin in Madison

Ram D. Singh (1981)
Professor of Economics
Ph.D., Indian Agricultural Research Institute

Neil T. Skaggs (1979)
Assistant Professor of Economics
Ph.D., Duke University

Arnold A. Sian (1967)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., Indiana University

Cynthia L. Slayton (1980)
Assistant to Director, Intercollegiate Athletics for Women
M.S., Illinois State University

Becky J. Smith (1976)
Assistant Professor of Health Education
Ph.D., University of Illinois

Clement E. Smith (1981)
Hall/House Manager in the Office of Residential Life
M.S., Illinois State University

Karen D. Smith (1981)
Lecturer in Medical Records Administration
B.S., Illinois State University

Kathryn W. Smith (1974)
Professor of Home Economics
Ed.D., University of Illinois

Paula J. Smith (1980)
Assistant Professor of Education
(Department of Specialized Educational Development)
Ph.D., University of Illinois

Ralph L. Smith (1959)
Professor of Communication
Ph.D., The University of Wisconsin

Robert R. Smith (1966)
Assistant Professor of Marketing
M.S., Illinois State University
Leave of Absence, Second Semester, 1981-82 School Year

Susan L. Smith (1981)
Coordinator, Field Placement
Assistant Professor of Social Work
M.S.W., The University of Tennessee

Terrence O. Smith (1978)
Assistant Basketball Coach
B.S., Marian College

Judith J. Smithson (1967)
Coordinator of Services for the Handicapped
Ed.D., Illinois State University

Arnold R. Snow (1978)
Assistant Professor of Education
(Department of Curriculum and Instruction)
Ph.D., The University of Arizona

Alan R. Sodetz (1972)
Assistant Professor of Psychology
Ph.D., University of Missouri

Robert Sokan (1969)
Assistant Librarian
Associate Professor of Library Science
M.S., University of Illinois

Helene E. Solheim (1981)
Assistant Professor of English
M.A., The University of Washington

Linda M. Sorrells (1965)
Assistant Professor of Physical Education
M.S., University of Illinois

Dan C. Spalding (1981)
Assistant Professor of Music
M.M., Northwestern University

Frank W. Spanbauer (1977)
Director of Non-Credit Programs in the College of Continuing Education and Public Service
Ph.D., Walden University (Florida)

Maria B. Sparks (1981)
Faculty Assistant in Chemistry
Ph.D., Illinois State University

Robert D. Speiser (1974)
Associate Professor of Mathematics
Ph.D., Cornell University

Lawrence E. Spence (1970)
Associate Professor of Mathematics
Ph.D., Michigan State University

Charles T. Spencer (1972)
Chairperson, Department of Health Sciences
Associate Professor of Medical Technology
Ph.D., Southern Illinois University

Bernard B. Spiegel (1978)
Assistant Professor of Speech Pathology and Audiology
Ph.D., The Ohio State University

Suresh C. Srivastava (1981)
Instructor in Finance
M.B.A., The University of Calgary

Jeffrey L. Staeker (1979)
Faculty Assistant in Chemistry
B.S., Illinois State University

Scallie T. Stahl (1981)
Instructor in Home Economics
M.S. in Ed., Southern Illinois University

Keith E. Stearns (1973)
Professor of Education
(Department of Specialized Educational Development)
Ed.D., Indiana University

E. Robert Steff (1966)
Professor of Art
M.S., Southern Illinois University

Linda D. Steff (1980)
Instructor in Education
(Department of Curriculum and Instruction)
Ed.D., University of Illinois

C. Louis Steinburg (1959)
Professor of Art
M.S. in Ed., Southern Illinois University

F. Ann Stenn (1979)
Assistant Professor of Home Economics
Ph.D., The Ohio State University

Karen J. Stephens (1976)
Director, Child Care Center
Lecturer in Home Economics
M.S. in Ed., Illinois State University

Melanie M. Stephens (1979)
Faculty Associate in Laboratory Schools Special Education
B.S. in Ed., Illinois State University

Myrna L. Stephens (1968)
Assistant Professor of Physical Education
M.S. in P.E., The University of North Carolina

S. Joann Stephens (1964)
Assistant Professor of Special Education
(Department of Specialized Educational Development)
M.S., The University of Tennessee

Herold S. Stern (1971)
Associate Professor of Education
(Department of Educational Administration and Foundations)
Ph.D., New York University
Leave of Absence, Second Semester, 1981-82 School Year

Michael J. Stevens (1981)
Assistant Professor of Psychology
Ph.D., University of Missouri - Columbia

Dianne M. Stevenson (1980)
Faculty Associate in Metcalf Elementary School
B.S. in Ed., Illinois State University

Gerald R. Stevenson (1977)
Professor of Chemistry
Ph.D., Texas A & M University

Tracey M. Stewart (1979)
Area Coordinator, Office of Residential Life
M.A., The Ohio State University

Kenneth W. Stier (1981)
Instructor in Industrial Technology
M.S., University of Wisconsin - Stout

Janet P. Stivers (1981)
Advisor in Academic Advisement
M.S. in Ed., Illinois State University

Richard A. Stivers (1970)
Associate Professor of Sociology
Ph.D., Southern Illinois University

Alma Stoddard (1961)
Assistant Professor of Physical Education
M.P.E., The University of Nebraska

Charles F. Stokes, Jr. (1974)
Assistant Professor of Music
M.M., Indiana University

Barbara A. Stone (1981)
Faculty Assistant in Economics
B.S., Illinois State University

Timothy D. Stone (1980)
Lecturer in Applied Computer Science
B.S., Illinois State University

Donald W. Story (1981)
Lecturer in Criminal Justice Sciences
M.A., Bradley University

David A. Strand (1978)
Vice President for Business and Finance
Ed.D., Indiana University

Kenneth H. Strand (1970)
Research Consultant in the Office of Institutional Research and Computer Operations

Mark P. Strasser (1981)
Associate Professor of Physical Education
Ph.D., The University of Iowa

André G. Strong (1981)
Lecturer in Philosophy
M.A., The University of Chicago

Kristina M. Straub (1981)
Instructor in English
B.A., The Georgia State University

C. Edward Streeter (1967)
Dean, College of Arts and Sciences

Edward E. Streif (1980)
Professor of Communication
Ph.D., Michigan State University

Michael D. Sublett (1970)
Chairperson, Department of Geography-Geology

Edward F. Stuart (1979)
Associate Professor of Economics
Ph.D., The University of Oklahoma

Gary R. Sudano (1970)
Associate Professor of Music
Ed.D., University of Illinois

Frank Suggs, Jr. (1969)
Associate Professor of Music
M.Ed., The University of Arizona

Jurgen P. Suhr (1970)
Assistant Professor of Art
M.A., Illinois State University

William H. Sullivan (1972)
Honorary Executive Director, Illinois Principals Association
(Department of Educational Administration and Foundations)
M.S. in Ed., Western Illinois University

Mark A. Sunderman (1978)
Instructor in Finance
M.S., University of Illinois

James M. Surber (1981)
Assistant Professor of Psychology
Ph.D., Ball State University

Marygrace Surma (1980)
Coordinator in the Office of Clinical Experiences and Certification Processes
M.S. in Ed., Illinois State University

Michael W. Surma (1976)
Faculty Associate in University High School
M.S. in Ed., Illinois State University

Robert D. Sutherland (1964)
Professor of English
Ph.D., The University of Iowa

Barbara R. Swanson (1980)
Adjunct Assistant Professor of Medical Technology
M.Ed., University of Illinois

Mark E. Szwedlik (1977)
Associate Professor of Psychology
Ph.D., Michigan State University

Hamid Taheri (1979)
Instructor in Finance
M.B.A., Illinois State University

Joe E. Talkington (1962)
Professor of Industrial Technology
Ed.D., University of Northern Colorado

Arnold R. Tammer (1980)
Adjunct Professor of Medical Technology
M.D., The University of Iowa

J. Curtis Tannchill (1963)
Director, Speech and Hearing Clinic
Associate Professor of Speech Pathology and Audiology
Ph.D., The University of Kansas

John J. Taraska (1975)
Adjunct Professor of Health Sciences
M.D., Jefferson Medical College

Carla Tardi (1981)
Visiting Lecturer in Art
M.F.A., The School of the Art Institute of Chicago

Rodger L. Tarr (1969)
Professor of English
Ph.D., University of South Carolina
Leave of Absence, First Semester 1981-82 School Year

Patrick Tarrant (1963)
Professor of French
Ed.D., Columbia University

Carroll A. Taylor (1978)
Assistant Professor of Accounting
Ph.D., Illinois State University; C.P.A.; C.D.P.

Donna J. Taylor (1980)
Assistant Director, Intercollegiate Athletics for Women
M.S., Illinois State University

Fred A. Taylor (1974)
Associate Professor of Education
(Department of Curriculum and Instruction)
Ph.D., Purdue University

Susan R. Taylor (1977)
Assistant Director of Honors
M.S., Illinois State University

Tse-Hao Tcheng (1969)
Assistant Director of Institutional Research
Associate Professor of Communication
Ph.D., The University of Iowa
Leave of Absence, Second Semester, 1981-82 School Year

Tse-Kia Tcheng (1968)
Director of Computer Operations
Associate Professor of Physical Education
Ph.D., The University of Iowa

David R. Tell (1974)
Associate Professor of Art
M.F.A., Alfred University

Marsha P. Tell (1977)
Consultant, Area Service Center for Gifted in the Office of Research, Development, and Field Services
Adjunct Instructor in Education
(College of Curriculum and Instruction)
(College of Education)
M.Ed., Florida Atlantic University

Minnette D. Terlep (1980)
Adjunct Lecturer in Medical Record Administration

Cynthia T. Terry (1981)
Assistant Professor of Education
(Department of Specialized Educational Development)
Ed.D., Illinois State University

Elizabeth A. Terry (1981)
Instructor in Theatre
B.F.A., The University of Wisconsin - Milwaukee

Mark R. Tezak (1979)
Lecturer in Criminal Justice Sciences
M.A., University of Illinois at Chicago Circle

John S. Thaeler (1978)
Tutor in High Potential Students Program
Assistant Professor of Mathematics
Ph.D., The Florida State University

Barbara S. Thake (1980)
Faculty Associate in Laboratory Schools Special Education
B.A., Western Michigan University

Melvin E. Thake (1977)
Faculty Associate in Metcalf Elementary School
M.S., Illinois State University

Manhar P. Thakore (1968)
Assistant Librarian
Assistant Professor of Library Science
M.S., University of Illinois

Harry A. Thiel (1976)
General Manager of the Vidette
Lecturer in Communication
B.S., Southern Illinois University

Virginia C. Tholen (1977)
Lecturer in Medical Records Administration
B.S., University of Illinois

Clayton F. Thomas (1964)
Chairperson, Department of Educational Administration and Foundations
Professor of Educational Administration

(Department of Educational Administration and Foundations)
Ph.D., The University of Iowa
Leave of Absence, Second Semester, 1981-82 School Year

Shaffer Thomas (1969)
Professor of Sociology
Ph.D., Michigan State University
Leave of Absence, First Semester, 1981-82 School Year

L. Jane Tholmyer (1980)
Faculty Associate in Metcalf Elementary School
B.F.A., Illinois Wesleyan University

Nancy B. Thomley (1967)
Assistant Professor of Speech Pathology and Audiology
M.S., Illinois State University

Carol W. Thompson (1980)
Adjunct Lecturer in Medical Technology
B.S., Mt. Marty College

Charles F. Thompson (1978)
Assistant Professor of Ecology
Ph.D., Indiana University

Karen M. Thompson (1980)
Faculty Assistant in Genetics
B.S. in Ed., Indiana University

Lucerne Thompson (1969)
Faculty Associate in University High School
M.Ed., University of Arkansas

Carol A. Thornton (1974)
Associate Professor of Mathematics
Ph.D., Indiana University
Leave of Absence, 1981-82 School Year

Mary K. Tietjens (1980)
Adjunct Lecturer in Medical Record Administration
B.S., Illinois State University

Linda L. Timm (1972)
Director, Student Judicial Office
M.S. in Ed., Illinois State University

David L. Tinsley (1979)
Instructor in Economics
M.S., University of Illinois

Barbara J. Tipsord (1980)
Faculty Assistant in Home Economics
B.S., Illinois State University

John R. Tobinski (1981)
Assistant Professor of Theatre
M.F.A., Boston University

Leon W. Toepe (1972)
Instructor in Accounting
M.S., Illinois State University; C.P.A.

Naty M. Tolentino (1981)
Staff Physician, Student Health Service
M.D., University of Santo Tomas

William L. Tolone (1970)
Associate Professor of Sociology
Ph.D., The University of Tennessee

Jim N. Tone (1963)
Professor of Physiology and Anatomy
Ph.D., Iowa State University

Thomas R. Topczewski (1972)
Director, University Galleries
Associate Professor of Art
M.F.A., The University of Nebraska

Margaret M. Torrey (1972)
Staff Physician, Student Health Service
M.D., Northwestern University

Naomi W. Towner (1965)
Professor of Art
M.F.A., Rochester Institute of Technology

Christine D. Townsend (1981)
Assistant Professor of Plant Science
Ph.D., Iowa State University

Joe D. Townsend (1981)
Assistant Professor of Agricultural Education
Ph.D., Iowa State University

John W. Townsend (1980)
Assistant Football Coach
M.S., Illinois State University

Robert B. Townsend (1967)
Assistant Librarian
Associate Professor of Library Science
M.S., University of Illinois

Carolyn W. Treadaway (1981)
Assistant Professor of Social Work
M.S.W., University of Pennsylvania

Roy C. Treadaway (1977)
Director, Community Research Services

Associate Professor of Sociology
Ph.D., The University of Michigan

Joseph W. Trefzger (1981)
Instructor in Finance
M.B.A., Illinois State University

Gregory W. Triancosky-Stillwell (1980)
Assistant Professor of Philosophy
Ph.D., The University of Michigan

Shelley L. Triancosky-Stillwell (1980)
Assistant Professor of Philosophy
Ph.D., Purdue University

Anthony E. Trojanowski (1977)
Assistant Professor of Mathematics
Ph.D., University of California at San Diego

Linda G. Troman (1973)
Assistant Professor of Business Education and Administrative Services
Ed.D., University of Illinois

Karen A. Troup (1981)
Faculty Associate in Metcalf Elementary School
A.M., University of Illinois

Wayne O. Trux (1957)
Professor of Physical Education
Ed.D., University of Utah
Leave of Absence, First Semester, 1981-82 School Year

Joseph C. Tsang (1968)
Professor of Chemistry and Biological Sciences
Ph.D., The University of Oklahoma

Gary W. Tubb (1979)
Assistant Professor of Education
(Department of Educational Administration and Foundations)
Ph.D., Texas A & M University

Benny F. Tucker (1977)
Assistant Professor of Mathematics
Ph.D., University of Illinois

David L. Tucker (1979)
Associate Professor of Education
(Department of Specialized Educational Development)
Ph.D., University of Illinois

Francis C. Tucker (1980)
Adjunct Professor of Medical Technology
M.D., Harvard Medical School

Michael T. Turner (1975)
Adjunct Associate Professor of Plant and Soil Science
Ph.D., Iowa State University

Ralph T. Turner (1976)
Assistant Professor of Political Science
J.D., University of Illinois

Robert T. Tussing (1968)
Professor of Accounting
Ph.D., The University of Texas; C.P.A.; C.D.P.

George E. Tuttle (1976)
Associate Professor of Communication
Ph.D., University of Illinois

Vaniyumparambath K. Unni (1980)
Associate Professor of Management
D.B.A., Louisiana Tech University

Charlotte M. Upton (1958)
Assistant Professor of Home Economics
M.S. in Ed., Illinois State University

Diane F. Urey (1981)
Assistant Professor of Spanish
Ph.D., The Johns Hopkins University

Sister M. Aquin Van Arkel (1980)
Adjunct Lecturer in Medical Technology
B.S., Holy Family College

Charles L. Vanden Eynden (1969)
Professor of Mathematics
Ph.D., University of Oregon

Joan B. Vanden Eynden (1978)
Instructor in Mathematics
M.S., Miami University

Edna R. Vanderbeck (1966)
Associate Professor of Physical Education
Ph.D., University of Oregon

Jan E. Vander Mey (1979)
Faculty Associate in Laboratory Schools Special Education
B.A., Michigan State University

Donald D. Van Fossan (1980)
Adjunct Professor of Medical Technology
M.D., The University of Texas

Carson H. Varner (1975)
Associate Professor of Business Law
J.D., The University of Oklahoma

Iris I. Varner (1976)
Associate Professor of Business Education and Administrative Services
Ph.D., The University of Oklahoma

Rosemary A. VanVranken (1980)
Adjunct Lecturer in Medical Record Administration
M.P.A., Roosevelt University

M. Edward Veezey (1979)
Lecturer in Recreation
M.S., Murray State University

Wilbur R. Venerable (1963)
Director of Admissions and Records
Associate Professor of Education
(Department of Curriculum and Instruction)
Ph.D., Southern Illinois University

Ruth B. Verdun (1980)
Faculty Associate in Metcalf Elementary School
M.S. in Ed., Illinois State University

Gerald D. Vermeulen (1980)
Adjunct Professor of Medical Technology
M.D., University of Illinois College of Medicine

Joel G. Verner (1967)
Professor of Political Science
Ph.D., The University of Kansas

Walter M. Vernon (1963)
Professor of Psychology
Ph.D., Washington University
Leave of Absence, Second Semester, 1981-82 School Year

Mark S. Victor (1981)
Faculty Associate in University High School
B.M.E., Illinois State University

Julia N. Visor (1976)
Tutor in High Potential Students Program
Instructor in English
M.A., Ohio University

Jane D. Vogel (1981)
Faculty Associate in Laboratory Schools
Special Education
M.S., Duke University

Nancy R. Vogel (1980)
Adjunct Lecturer in Medical Technology
B.S., Arizona State University

Frank O. Volle (1978)
Lecturer in Psychology
Ph.D., University of Denver

Frank C. Vybird (1971)
Associate Professor of Theatre
M.F.A., The University of Texas at Austin

Robert A. Wade (1980)
Hall/House Manager in the Office of Residential Life
M.S. in Ed., Indiana University

Margaret C. Waimon (1962)
Assistant Professor of Psychology
Ph.D., University of Illinois

Morton D. Waimon (1961)
Professor of Education
(Department of Curriculum and Instruction)
Ed.D., Columbia University

Ronald H. Wainscott (1981)
Assistant Professor of Theatre
M.A., The University of Alabama

Louise U. Walder (1981)
Faculty Associate in Laboratory Schools
Special Education
B.A., University of Northern Iowa

Michael J. Waldo (1979)
Assistant Librarian
Assistant Professor of Library Science
M.A., University of Arkansas

Lawrence D. Walker (1969)
Associate Professor of History
Ph.D., University of California at Berkeley
Leave of Absence, 1981-82 School Year

Paul M. Walker (1980)
Assistant Professor of Animal Science
Ph.D., University of Illinois

Kathleen M. Walsh (1980)
Assistant Athletic Trainer
M.S., Illinois State University

Robert H. Walsh (1964)
Chairperson, Department of Sociology, Anthropology, and Social Work
Professor of Sociology
Ph.D., The University of Iowa

Anne Bevency Walter (1963)
Associate Professor of Art

M.S., Illinois State University

William D. Walters (1969)
Associate Professor of Geography
Ph.D., Indiana University
Leave of Absence, First Semester,
1981-82 School Year

Peter Y. Wang (1972)
Associate Professor of Physical Education
Ph.D., The University of New Mexico
Leave of Absence, 1981-82 School Year

Jack A. Ward (1965)
Professor of Ethology
Ph.D., University of Illinois

Eldon W. Warfield (1981)
Baseball Coach
B.A., St. Louis University

George P. Warren (1960)
Assistant Professor of Physics
(University High School)
M.S., University of Illinois

William L. Warren (1969)
Administrator, Student Health Service
University of Maryland, University of
Kansas City, Roosevelt University

Cheryl L. Wasserkrug (1981)
Lecturer in Economics
M.S., Illinois State University

Mark I. Wasserman (1980)
Instructor in Marketing
M.S., University of Illinois

Lloyd I. Watkins (1977)
President of the University
Professor of Communication
Ph.D., The University of Wisconsin-
Madison

Carla B. Watts (1980)
Instructor in Education
(Department of Specialized Educational
Development)
A.M., University of Northern Colorado

Laure A. Waugh (1981)
Faculty Associate in Laboratory Schools
Special Education
B.S.Ed., Illinois State University

Anita H. Webb-Lupo (1979)
Assistant to the Dean, College of
Applied Science and Technology
Assistant Professor of Home Economics
Ed.D., The University of Tennessee-Knoxville

James W. Webb (1978)
Assistant Professor of Chemistry
Ph.D., The University of Michigan

Joyce Webb Penland (1975)
Assistant Director of Alumni Services
M.S. in Ed., Illinois State University

David F. Weber (1967)
Professor of Genetics
Ph.D., Indiana University

Wayne H. Weber (1975)
Instructor in Communication
M.S., Illinois State University

Richard W. Webster (1980)
Instructor in Education
(Department of Specialized Educational
Development)
M.A., Western Michigan University

Robert R. Wedd (1979)
Instructor in Education
(Department of Specialized Educational
Development)
M.S. in Ed., Baylor University

Richard L. Wedell (1978)
Assistant Professor of Business Education
and Administrative Services
Ph.D., The University of North Dakota

Gary D. Weede (1970)
Professor of Industrial Technology
Ph.D., Iowa State University

Robert D. Weigel (1959)
Professor of Vertebrate Zoology and
Paleontology
Ph.D., University of Florida

Alan I. Weintraub (1975)
Assistant Professor of Political Science
J.D., University of Illinois

James E. Weinzierl (1981)
Instructor in Sociology
M.S., Illinois State University

Milton E. Weisbecker (1963)
Professor of Physical Education
Ed.D., Syracuse University

Alan W. Weith (1965)
Head Gymnastics Coach
Assistant Professor of Physical Education
M.S. in Ed., Eastern Illinois University

Roger B. Weller (1965)
Associate Professor of Health Education
Ph.D., University of Illinois
Leave of Absence, First Semester,
1981-82 School Year

Denise B. Welter (1980)
Instructor in Education
(Department of Specialized Educational
Development)
M.S.Ed., National College of Education

Jane Wennestrom (1969)
Assistant Professor of Physical Education
M.S. in Ed., Illinois State University

John T. Worthwein (1977)
Instructor in Economics
M.S., Illinois State University

John H. Wesle (1952)
Assistant Professor of Art
M.A., Case Western Reserve University

Douglas X. West (1975)
Chairperson, Department of Chemistry
Professor of Inorganic Chemistry
Ph.D., Washington State University

Elizabeth A. West (1981)
Assistant Women's Softball Coach
B.S., Eastern Illinois University

Hillary H. West (1980)
Assistant Professor of Biological Sciences
Ph.D., Northeastern University

Lynn B. Westfall (1981)
Instructor in Art
M.A., Michigan State University

Patricia M. Whitehart (1966)
Associate Professor of Music
D.M.A., The University of Iowa

Rick C. Whitacre (1977)
Associate Professor of Agricultural
Economics
Ph.D., University of Illinois

Richard O. Whitcomb (1974)
Professor of German
Ph.D., Stanford University

Charles A. White (1957)
Dean, Graduate School
Professor of Communication
Ph.D., The University of Wisconsin

Curt M. White (1980)
Instructor in Applied Computer Science
M.A., Wayne State University

Curtis K. White (1980)
Assistant Professor of English
Ph.D., The University of Iowa

Marilea White (1979)
Adjunct Instructor in Social Work
M.S.W., University of Illinois

Ray L. White (1968)
Professor of English
Ph.D., University of Arkansas

James V. Whitman (1972)
Head Tennis Coach
M.S., Illinois State University

Peter Whitmer (1969)
Assistant Director of Development
University of Illinois, Illinois Wesleyan
University

Sharon E. Whittaker (1979)
Assistant Director of Residential
Life for Programming
M.Ed., Howard University

David T. Wiant (1974)
Director of Personnel
B.S., Western Michigan University

Katherine J. Wickstrand (1981)
Head Swimming Coach
B.S. in Rec., Indiana University

James L. Wiese (1977)
Instructor in Speech Pathology and
Audiology
M.S., Southern Illinois University

Leah M. Wilcox (1972)
Associate Professor of English
Ed.D., University of Southern California
Leave of Absence, Second Semester,
1981-82 School Year

Valerie J. Willard (1969)
Assistant Professor of Communication
M.S., University of Illinois

Linda S. Wilkins (1977)
Faculty Associate in Metcalf Elementary School
M.S. in Ed., Illinois State University

Marilyn W. Wilkins (1981)
Assistant Professor of Business Education
Ed.D., University of North Dakota

Brian J. Wilkinson (1979)
Associate Professor of Microbiology and
Chemistry
Ph.D., University of Sheffield (United
Kingdom)

Christie A. Williams (1980)
Faculty Assistant in Finance and Law
B.S., Illinois State University

David B. Williams (1976)
Professor of Music
Ph.D., The University of Washington

Macon L. Williams (1968)
Chairperson, Department of Psychology
Associate Professor of Psychology
Ph.D., The Ohio State University

Womouth Williams, Jr. (1974)
Associate Professor of Communication
Ph.D., The Florida State University
Leave of Absence, 1981-82 School Year

Barbara A. Wilmot (1974)
Instructor in Mathematics
M.S., Illinois State University

Anita C. Wilson (1981)
Assistant Professor of English
Ph.D., State University of New York at
Stony Brook

Beverly D. Wilson (1963)
Professor of Physical Education
Ph.D., The Ohio State University

Deborah A. Wilson (1981)
Assistant Women's Cross Country Track and
Field Coach
B.S., Illinois State University

Thomas D. Wilson (1961)
Associate Professor of Political Science
Ph.D., University of Illinois

Raymond V. Wiman (1973)
Professor of Communication
Ed.D., The University of Nebraska
Leave of Absence, 1981-82 School Year

Michael W. Winchell (1974)
Associate Professor of Business Education
Ed.D., Illinois State University

Keye S. Winder (1980)
Assistant Professor of Art
Ph.D., The University of Iowa

Thomas L. Winger (1977)
Instructor in Economics
M.S., Illinois State University

Jane E. Winter (1981)
Faculty Associate in Laboratory Schools
Special Education
B.S.Ed., Illinois State University

John R. Winter (1981)
Assistant Professor of Agricultural
Economics
M.S., Oregon State University

Forrest G. Wisely (1973)
Assistant Professor of Communication
Ed.D., University of Southern California
Leave of Absence, Second Semester,
1981-82 School Year

Mary P. Witherow (1975)
Faculty Associate in University High School
M.A., Illinois State University

Carole E. Wood (1980)
Faculty Associate in Laboratory Schools Special
Education
Part-time Faculty Associate in Speech Pathology
and Audiology
M.Sc., University of London

Harvey S. Woods (1957)
Professor of Agricultural Economics
Ph.D., University of Illinois

William C. Woodson (1968)
Professor of English
Ph.D., University of Pennsylvania

Frank C. Woolley (1980)
Assistant Professor of Social Work
Certificate in Advanced Social Welfare,
Columbia University of Social Work

Donna Jo Workman (1959)
Professor of Physical Education
Ph.D., The University of Iowa

Donald H. Wort (1977) Associate Professor of Finance Ph.D., Michigan State University	M.M., Wichita State University	M.A., Southern Illinois University at Carbondale
Harold J. Wray (1973) Associate Professor of History Ph.D., University of Hawaii	Thomas B. Yopat (1981) Faculty Assistant In Accounting B.S., Illinois State University	Patricia E. Zambell (1981) Instructor in Accounting M.S., Illinois State University; C.P.A.
Ralph D. Wray (1970) Professor of Business Education and Administrative Services Ed.D., Indiana University	Henry E. Young (1980) Adjunct Lecturer in Medical Record Administration B.S., Illinois State University	Harvey G. Zeidenstein (1965) Professor of Political Science Ph.D., New York University
David W. Wright (1969) Professor of Communication Ph.D., Wayne State University	Martin A. Young (1968) Chairperson, Department of Speech Pathology and Audiology Professor of Speech Pathology and Audiology Ph.D., The University of Iowa	William D. Zeller (1963) Professor of Education (Department of Curriculum and Instruction) Ph.D., Michigan State University
Marjorie A. Wright (1979) Head Women's Softball Coach B.S. in Ed., Illinois State University	Robert D. Young (1967) Professor of Physics Ph.D., Purdue University	Mary Zey-Ferrell (1972) Professor of Sociology Ph.D., Louisiana State University
Mary Elaine Wzalek (1978) Area Coordinator, Office of Residential Life M.Ed., Trenton State College	W. Perry Young (1962) Assistant Professor of Industrial Technology (University High School) M.A., Western Kentucky State College	Barbara Z. Ziegler (1979) Assistant Director of Financial Aid Illinois Wesleyan University and Illinois State University
Eva G. Wyman (1980) Instructor in Spanish M.A., University of Washington	Richard C. Youngs (1964) Professor of Education (Department of Curriculum and Instruction) Ph.D., Michigan State University	Sandra K. Zielinski (1979) Faculty Associate in University High School M.F.A., Illinois State University
Walker D. Wyman, Jr. (1971) Associate Professor of History Ph.D., The University of Washington	Rhoda K. Yuen (1981) Counselor, Student Counseling Center	Wayne H. Zook (1968) Professor of Industrial Technology Ph.D., Iowa State University
Ginger C. Yang (1981) Assistant Professor of Music		Clark E. Zumbach (1980) Assistant Professor of Philosophy Ph.D., Rutgers

Faculty Emeriti

Francis M. Alexander (1945) Assistant Professor of the Teaching of History (Emerita) A.M., University of Illinois	R. Elizabeth Brown (1955) Professor of Psychology (Emerita) Ph.D., Northwestern University	Frances L. Damm (1948) Assistant Professor and Supervising Teacher in Metcalf (Emerita) M.S. in Ed., The University of Wisconsin
Mabel C. Allen (1929) Assistant Professor of Speech (Emerita) M.A., Northwestern University	Walter H. Brown (1955) Professor of Botany (Emeritus) Ph.D., University of Illinois	Lillian S. Davies (1963) Associate Professor of Elementary Education (Emerita) Ph.D., University of Minnesota
Eric Baber (1965) Director of Research Services and Grants Professor of Education (Emeritus) Ed.D., Michigan State University	Elsie L. Bryan (1960) Faculty Associate in the Metcalf Elementary School (Emerita) M.S., Illinois State University	Alta J. Day (1928) Assistant Professor of Business Education (Emerita) M.A., Teachers College, Columbia University
G. Bradford Barber (1944) Professor of Speech (Emeritus) Ph.D., The Ohio State University	Cecilia P. Bunney (1945) Director of Museums and Professor (Emerita) Ph.D., The State University of Iowa	William I. DeWees (1937) Professor of Education (Emeritus) Ed.D., The Pennsylvania State University
George Barford (1947) Professor of Art (Emeritus) M.A., Columbia University	John R. Carlock (1951) Associate Professor of Education (University High School) (Emeritus) M.S. in Ed., Illinois State University	Calude M. Dillinger (1944) Special Assistant to the Dean of the Faculty, Professor of Psychology (Emeritus) Ph.D., University of Missouri
Gladys L. Bartle (1930) Associate Professor of Art (Emerita) Ph.D., The University of Wisconsin	Helen M. Cavanagh (1946) Distinguished Professor of History (Emerita) Ph.D., The University of Chicago	Leven M. Dowdall (1957) Assistant Professor of Industrial Technology (Emeritus) M.S. in Ed., Illinois State University
Ralph A. Bellas (1965) Professor of English (Emeritus) Ph.D., The University of Kansas	Helen Chiles (1948) Assistant Professor of Latin (Emerita) A.M., University of Illinois	Pauline S. Drawver (1956) Associate Professor of English (Emerita) Ph.D., University of Illinois
Francis B. Belshe (1948) Vice President for Business and Finance, Professor of Education (Emeritus) (Department of Curriculum and Instruction) Ph.D., Yale University	Dorothy W. Clark (1964) Assistant Professor of Speech Pathology and Audiology (Emerita) A.M., The University of Michigan	Leo E. Eastman (1954) Associate Secretary of the University, Professor of Education (Emeritus) (Department of Curriculum and Instruction) Ed.D., The University of North Dakota
Minnie P. Berson (1970) Professor of Elementary Education (Emerita) Ed.D., Wayne State University	Herbert E. Clark (1966) Associate Professor of Psychology (Emeritus) Ph.D., Purdue University	Alice L. Ebel (1934) Professor of Political Science (Emerita) Ph.D., University of Illinois
Douglas R. Bey (1944) Professor of Mathematics (Emeritus) Ph.D., University of Illinois	Ruth L. Cole (1944) Assistant Professor and Supervising Teacher in Metcalf (Emerita) M.A., Northwestern University	Dorothy Eckelmann (1945) Professor of Speech Pathology and Audiology (Emerita) Ph.D., The University of Iowa
Allie Ward Billingsley (1949) Professor of Spanish (Emerita) Ph.D., University of Illinois	Arnold C. Condon (1964) Professor of Business Education (Emeritus) Ph.D., New York University	Elwood F. Egleston (1962) Professor of Educational Administration (Emeritus) Ed. D., University of Oregon
E. Scott Blankenship (1956) Professor of Education (Emeritus) Ph.D., The Ohio State University	Ronald L. Cook (1962) Associate Professor of Chemistry (Emeritus) M.S. in Ed., Western Illinois University	Alice M. Eikenberry (1945) Professor of the Teaching of History in University High School (Emerita) Ed.D., Teachers College, Columbia University
Robert G. Bone (1956) President, Professor of History (Emeritus) Ph.D., University of Illinois	Margaret Cooper (1932) Professor of Education (Emerita) Ed.D., Teachers College, Columbia University	Ralph A. Elliott (1963) Medical Director of the University Health Service, Professor (Emeritus) M.D., Northwestern University Medical School
Margaret K. Bradford (1951) Assistant Professor of Home Economics (Emerita) M.S., Colorado State College	Dorothy D. Cox (1957) Assistant Professor of Elementary Education (Metcalf Elementary School) (Emerita)	Margery Ellis (1927) Assistant Professor of French (Emerita) A.M., The University of Chicago
Paul J. Brand (1958) Professor of Geography (Emeritus) Ed.D., Columbia University	Robert L. Cramer (1958) Assistant Professor of Elementary Education (Emeritus) M.S. in Ed., Illinois State University	Preston Ensign (1943) Coordinator of Campus Planning (Emeritus) B.Ed., Illinois State University
Francis R. Brown (1949) Director of Credit Programs in the College of Continuing Education and Public Service, Assistant Director of Summer Sessions	Mabel Percie Crompton (1924) Assistant Professor of Geography (Emerita) S.M., The University of Chicago	
Professor of Mathematics (Emeritus) Ed.D., University of Illinois	Lucile Z. Crosby (1940) Assistant Librarian and Assistant Professor of Library Science (Emerita) M.S. in L.S., Library School, University of Illinois	

Gertrude Erbe (1949)

Assistant Professor and Supervising Teacher of Music in Metcalf (Emerita)
M.M., Northwestern University
Deceased, July, 1981

Raymond W. Esworth (1949)

Professor of Accounting (Emeritus)
Ph.D., University of Illinois

G. Harlowe Evans (1946)

Professor of Chemistry (Emeritus)
Ph.D., The University of Michigan

Dorothy S. Fagerburg (1957)

Assistant Professor of Library Science (Emerita)
M.A., Occidental College

I. Louise Farmer (1951)

Assistant Professor of Elementary Education - Metcalf (Emerita)
(Department of Curriculum and Instruction)
M.S. in Ed., University of Illinois

Dorothy E. Fensholt (1951)

Professor of Botany (Emerita)
Ph.D., Northwestern University

Eugene D. Fitzpatrick (1965)

Professor of Psychology (Emeritus)
Ed.D., University of Northern Colorado

Bernice G. Frey (1930)

Professor of Health and Physical Education for Women (Emerita)
Ph.D., The University of Iowa

Leo H. Frigo (1966)

Staff Physician in the University Health Service (Emeritus)
M.D., Chicago Medical School

Harold E. Frye (1931)

Assistant Professor of Health and Physical Education for Men (Emeritus)
M.A., New York University

Beryl T. Galaway (1948)

Assistant Librarian, Assistant Professor of Library Science (Emerita)
A.M.S., The University of Michigan

Harold E. Gibson (1950)

Director of the Bureau of Appointments
Professor of Education (Emeritus)
Ed.D., University of Missouri

Arley F. Gillett (1944)

Director of Athletics, Professor of Health, Physical Education and Recreation (Emeritus)
P.E.D., Indiana University

Victor E. Gimmetad (1948)

Professor of English (Emeritus)
Ph.D., The University of Wisconsin

F. Russell Glasener (1935)

Professor of Economics (Emeritus)
Ph.D., The University of Iowa

Miriam Gray (1946)

Professor of Health and Physical Education for Women (Emerita)
Ed.D., Teachers College, Columbia University

Nina E. Gray (1935)

Professor of Biological Sciences (Emerita)
Ph.D., The University of Wisconsin

John W. Green (1939)

Assistant Professor of Agriculture (Emeritus)
M.S., University of Illinois

Clara L. Guthrie (1932)

Assistant Librarian, Assistant Professor of Library Science (Emerita)
M.S. in L.S., Library School, University of Illinois

Perry Hackett (1949)

Assistant Professor of Music (Emeritus)
M.M., Northwestern University

Barbara C. Hall (1957)

Professor of Health, Physical Education and Recreation (Emerita)
Ed.D., Columbia University

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